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ABSTRACT

The course content is organized around 15 major concepts and ideas identified as fundamental to the social studies program. The concepts are: (1) change, (2) choice, (3) citizenship, (4) culture, (5) diversity, (6) empathy, (7) environment, (8) human rights, (9) identity, (10) interdependence, (11) justice, (12) political system, (13) power, (14) scarcity, and (15) technology. Each component of the course outline delineates the content and coordinates it with a major concept and model activity. This course is expected to cover the years beyond the Civil War. There are reviews of selected areas of U.S. history which is taught in the seventh and eighth grades. The course is divided into six major historical units, the first of which is devoted to the origins and development of the U.S. Constitution. Unit 2 emphasizes the industrialization of the nation after the Civil War. The Progressive Movement is covered in unit 3. The period of post World War I prosperity and the Great Depression (1917-1940) are the subjects of unit 4. Unit 5 presents the United States during World War II and the Post World War II period. Unit 6 covers the events of 1950 to the present. The goals for the social studies program as stated by the New York State Regents and the State Department of Education are provided. In addition, the skills that are necessary to successful study and that are acquired through social studies are included. (SM)

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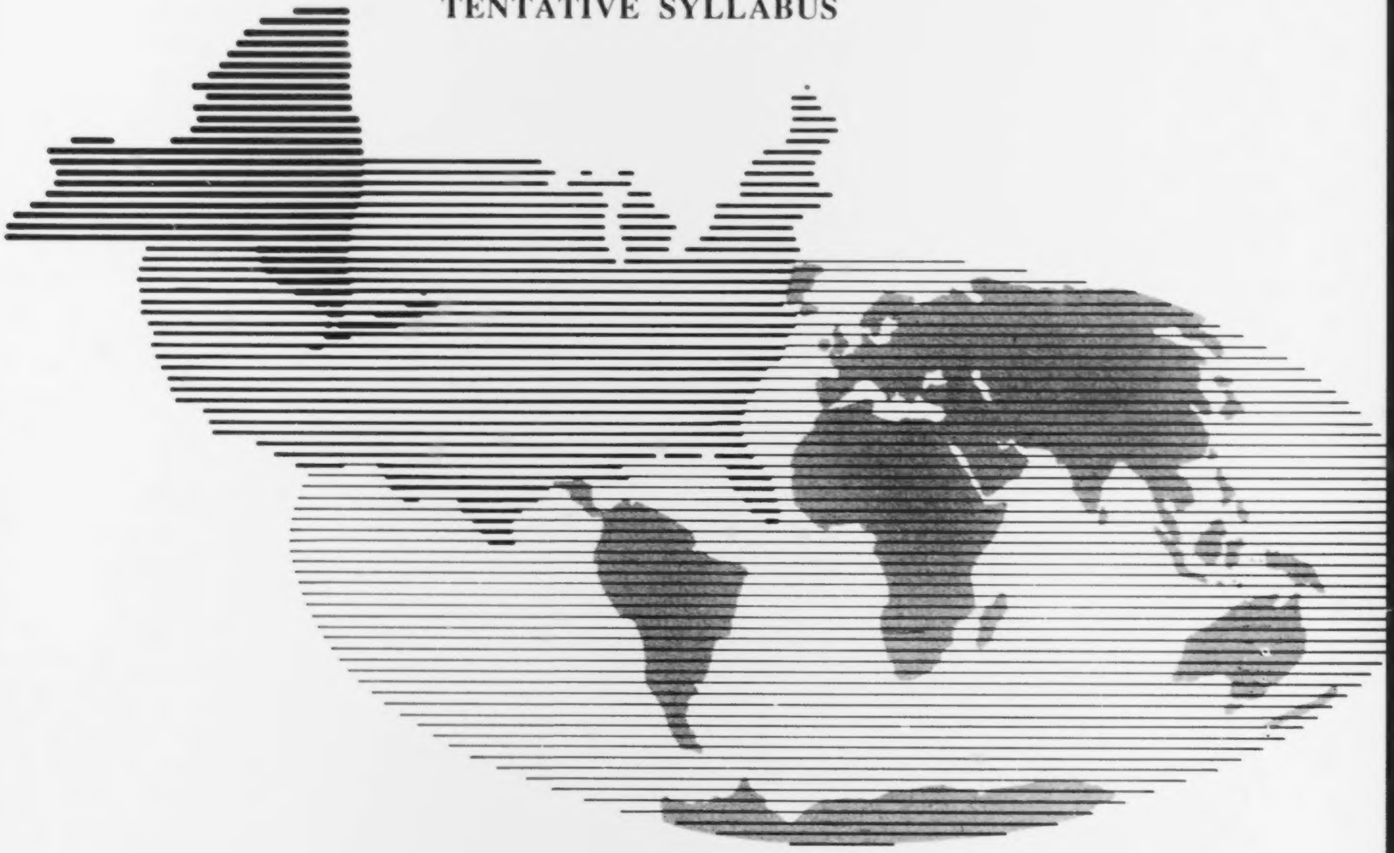
11

Social Studies

United States History and Government

TENTATIVE SYLLABUS



The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
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ASSISTANT COMMISSIONER FOR ESC EDUCATION PLANNING AND SUPPORT SERVICES

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FROM: Edward T. Lalor, Director, Division for Program Development

Charles J. Trupia, Director, Division of General Education

This publication Social Studies 11: United States History and Government is a tentative version of the new syllabus for New York State schools. This syllabus has been revised based upon a Statewide field test and other reviews of the original field test version. It is labelled tentative because some aspects of the review process have not been completed. However, this syllabus should be used as the State syllabus for this course until a final version of the syllabus is produced and distributed.

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Foreword

This syllabus results from a process of curriculum revision which began in 1980 with the development of a plan to revise the State's secondary (7-12) social studies curriculum. The State curriculum in effect at that time had been developed in the 1960s. The State Education Department felt that work should begin on the development of a new curriculum which could take into account the many changes which had occurred since the 1960s and which would address the new priorities for social studies which had been identified since then.

During the 1980-81 school year, through the use of a general survey of all school districts in the State and a series of regional conferences, the Department further identified the priorities for a revised social studies curriculum. These steps began the process which eventually resulted in this syllabus. Also included in this process was the development of a discussion paper which outlined the significant factors that should be considered in the revision. After receiving reactions to this discussion paper from a wide sampling of groups and individuals concerned with social studies education, the State Education Department assembled a group of social studies professionals to develop a proposed framework for a secondary social studies program.

The proposed framework was subjected to review by social studies teachers and supervisors, by academics representing the social science disciplines, and by interested public groups. As a result of this review, the proposed framework was revised extensively. This revised framework was used as the basis for writing the grade level syllabi for the new curriculum.

The Board of Regents of the University of the State of New York has given approval to the overall revision project and has reviewed progress at various stages of the revision.

In 1984, the Board of Regents adopted the Regents Action Plan for Elementary, Secondary and Continuing Education. This Plan had a major impact upon the revision of the secondary social studies curriculum. The Regents Action Plan established new examination requirements in social studies which were incorporated into the revision process. The Plan also established a requirement for a fourth unit of social studies in the senior high school program. This mandate called for a semester course in participation in government and a semester course in economics in the fourth year of high school social studies.

Many people were involved in the overall revision process of the 7-12 social studies curriculum. The total number of people who participated in some way is in the thousands. Obviously, it is not possible to acknowledge the contribution of each of these persons. However, the Department would like to recognize the contributions of those who had a significant role in the revision process. Titles and positions listed are those which were appropriate at the time of the person's involvement in the curriculum development process.

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New York State Social Studies Supervisory Association

New York State Council on Social Education

Association of American Geographers

National Council for Geographic Education

New York State Council on Economic Education

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Seton High School, Binghamton
Shulamith High School for Girls, Brooklyn
Sidney Central Schools
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Westchester Exceptional Children's School
White Plains City Schools
Yeshiva University High School, Manhattan
Yonkers City Schools
Yorkshire-Pioneer Central Schools

Writers, consultants, and reviewers for this syllabus are identified in the Introduction on page 24.

The 7-12 social studies curriculum revision was completed under the direction of Donald H. Bragaw, Chief, Bureau of Social Studies Education. Kenneth Wade, Associate in the Bureau of Social Studies Education, served as project coordinator. Assistance in all stages of the revision was given by Norman Abramowitz, Coe Dexter, Jack Hotchkiss (retired), Judy Wooster and Michael Fischer, Associates, Bureau of Social Studies Education. George Gregory, Associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for printing. This syllabus was also reviewed by the Office for Education of Children with Handicapping Conditions for inclusion of information about and awareness of students with handicapping conditions.

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Introduction: How to Use the Social Studies Syllabus, 7-12

This syllabus is meant to be used by school district administrators and teachers in developing their local social studies curriculum. The syllabus is a guide to curriculum development. It is a statement of the goals and objectives of the State social studies program. It is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local and regional curriculum development efforts should be directed toward those ends while making adaptations which meet local needs and goals.

The principles of a democratic system should serve as organizing ideas for the social studies program and for student learning. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The values at the base of our democratic system include justice, a belief in the dignity of the individual, responsibility of the individual to others and to the community, rule by the will of the majority with respect for the rights of the minority, respect for the rights of others, appreciation of the achievements of diverse cultures and individuals and participation of all persons in government. In dealing with the specifics of the syllabus and in planning the curriculum which implements it, the development of these values should be a constant goal.

The first section of the syllabus lists the goals for elementary, secondary and continuing education established by the Board of Regents of the University of the State of New York and the overall goals of the social studies program, 7-12. The goals for the social studies program are derived from the goals of the Board of Regents. These goals involve both content and skills, and they apply to all grade levels. The goals form the essential elements around which curriculum and evaluation are based.

The second section of the syllabus deals with social studies skills, which are a part of the overall K-12 program. This section is an integral part of the syllabus and should be used extensively in developing local curriculum. Local curriculum plans and lesson planning should incorporate these skills throughout each course and lesson in the social studies program.

The third section of the syllabus includes objectives for the specific course. These objectives apply to the course and provide more detail than the overall 7-12 objectives.

The remainder of the syllabus deals with the outline of the course itself. Each unit in the syllabus is introduced by one or more major goals for the unit. Within the unit, each major topic is introduced by one or more objectives. These goals and objectives are followed by three columns, labeled **Content, Major Ideas** and **Model Activities.**

The first column outlines content which may be used to achieve the goals and objectives of the unit. It is assumed that changing times, changing information and changing emphases will necessitate updating of this content from time to time. It will be the responsibility of the school district and the individual teacher to accomplish this updating.

The second column in the syllabus, labeled **Major Ideas**, provides the teacher with some major knowledge objectives of the course. The characteristics of these major ideas are that they:

- flow out of the content being considered;
- are of considerable significance;
- show a relationship or connection between and among content elements in this course, or from previous learning.

The concepts and understandings in this column build upon concepts and understandings developed in previous grades. The content used from the first column should lead students to develop and reinforce these major ideas as they move through the program. It will be noted that there is some repetition in this column, both within a course and from other courses in the K-12 program. This repetition is intentional. For example, there are fifteen overarching concepts which are highlighted throughout the 7-12 program. These concepts reinforce and build upon the ten major concepts developed throughout the K-6 program. When any of the fifteen overarching concepts are referred to in the syllabus, they are in CAPITAL letters. The fifteen concepts are:

CHANGE
CHOICE
CITIZENSHIP
CULTURE
DIVERSITY
EMPATHY
ENVIRONMENT
HUMAN RIGHTS
IDENTITY
INTERDEPENDENCE
JUSTICE
POLITICAL SYSTEM
POWER
SCARCITY
TECHNOLOGY

Other significant concepts which appear in statements or understandings in this column are highlighted by **bold italics**. The concepts in this column are included as part of summary statements or understandings. These understandings are also major ideas to be developed in the program.

The third column in the syllabus format is labeled **Model Activities**. This column should not be construed as a definitive list of possible instructional activities. It is, instead, a purely suggestive and illustrative sampling to show how particular content might be used to develop significant skills while, at the same time, reinforcing knowledge of the content and major ideas. It is imperative that social studies instruction at all levels include skill development. The authors of this syllabus recognize that any given section of content can be used to strengthen any number of student skills. Therefore, teachers may use the model activities suggested in this column or they may choose to use the content involved to develop other skills in any other suitable manner. The important consideration is that skill development should be an integral part of social studies instruction and that the major skills which are related to social studies are dealt with at all levels. In planning for skill development, reference should be made throughout the year to the skills section of this syllabus (see pages 9-20).

As with all State syllabi, this syllabus is meant to be used with all students, regardless of academic ability. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through selection of appropriate materials and learning strategies. The syllabus, then, provides a framework which can be adjusted to meet student needs, including those of students with handicapping conditions. In some instances, modifications of materials and instructional techniques may be necessary so that such students may participate in the activities suggested in the syllabus.

It should be noted that all State examinations in social studies will be based upon the syllabus for the course or courses being tested. It is not possible for all content specifics to be included in this syllabus, and thus, test questions may include information derived from the broader scope of data that a student would ordinarily expect to encounter during the year. These examinations will include items which test both skill and content objectives. It is important that student evaluation at the local district level reflect these objectives of the syllabus and the general objectives of State examinations. In this way, students will be adequately prepared when they face State examinations in social studies.

A consideration in assisting students with handicapping conditions to prepare for these State Regents and Competency examinations is the use of alternative testing modifications. Such techniques provide an equal opportunity for those students with handicapping conditions, so designated, to participate in testing situations. Additional information on the use of alternative testing modifications for students with handicapping conditions is available in Appendix A, Students with Handicapping Conditions.

Goals of the Board of Regents for

Elementary and Secondary Education in New York State

1. Each student will master communication and computation skills as a foundation to:

    1.1 Think logically and creatively.
    1.2 Apply reasoning skills to issues and problems.
    1.3 Comprehend written, spoken and visual presentations in various media.
    1.4 Speak, listen to, read and write clearly and effectively in English.
    1.5 Perform basic mathematical calculations.
    1.6 Speak, listen to, read and write at least one language other than English.
    1.7 Use current and developing technologies for academic and occupational pursuits.
    1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

    2.1 English language and literature.
    2.2 History and social sciences.
    2.3 Mathematics.
    2.4 Natural sciences and technology.
    2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

    3.1 Ways to develop knowledge and appreciation of the arts.
    3.2 Aesthetic judgments and the ability to apply them to works of art.
    3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
    3.4 Ability to produce or perform works in at least one major art form.
    3.5 Materials, media and history of major art forms.
    3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

    4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
    4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
   5.2 Respect for self, others and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Overall Goals of the Social Studies Program, 7-12

Upon completion of the social studies program, the student will be a person who can demonstrate the ability to make rational and informed decisions about economic, social and political questions confronting himself or herself, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences.

Specifically, at the end of the 7-12 social studies program, students will be able to:

1. describe and analyze major historical factors in the development of the United States.
2. explain the historic, economic, social and political roots of major cultures of the world.
3. participate as informed citizens in the political and economic systems of the United States.
4. demonstrate knowledge of the increasing international connections of nations and cultures that make them interdependent within the various global systems.
5. explain the fundamental similarities and differences among major economic, social and political systems and how these systems operate in an interdependent world.
6. explain how societies teach individuals to live within specific values systems.
7. discuss the nature and effects of change on societies and individuals.
8. analyze the effects of geography on the development of cultures.
9. empathize with the values that guide the behavior of people from different cultures.
10. value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.
11. compare the rights and responsibilities of citizens of the United States with the rights and responsibilities of citizens of other societies.
12. gather information by listening, reading and observing with accuracy and comprehension.
13. organize, analyze and interpret information in all forms.
14. communicate information clearly and effectively in both oral and written form.

15. demonstrate the skills that enable people to participate reasonably in a democratic society.

16. use the vocabulary of social studies in appropriate context.

17. identify important social studies ideas and methodologies and apply them to new information and experiences.

18. explain the relationship between social studies learning and learning that takes place in other disciplines and other institutions.

19. demonstrate an enhanced perspective of self as one who benefits from the human experience and who participates in and contributes to that experience.

20. describe the results of the interactions between individuals and societies and the environment.

The 7-12 Social Studies Program
REGENTS GOALS

The New York State Regents goals for elementary and secondary education form the basis for the development of the State syllabi in social studies and the various State evaluations, examinations and tests based upon these syllabi.

GRADE LEVEL AND UNIT GOALS

The Grade Level and Unit Goals are derived directly from the Overall Goals of the Social Studies Program, 7-12. They incorporate the Regents Goals as they relate directly to the social studies program. The Grade Level and Unit Goals involve both content and skills applied to the specific course of study at the particular grade level and within the units of study.

SYLLABUS FORMAT

Content Outline

The first column includes specific objectives and suggested content used to achieve these goals and objectives.

Major Ideas

The second column provides the teacher with the major knowledge objectives of the course. The concepts and understandings for the grade level build upon the concepts and understandings developed in previous grades and provide the essential core of the entire K-12 State social studies program.

Model Activities

The third column is a suggestive and illustrative sampling to show how particular content might be used to develop significant skills while reinforcing knowledge of the content and major ideas.

PROGRAM EVALUATION

Program Evaluations are State administered assessments of the local social studies instructional program by means of written tests administered to students and other measurement techniques. They are designed to provide quantitative and qualitative information about the local instructional program. This information about activities, characteristics and outcomes of social studies programs is intended to be used to guide program improvement efforts.

REGENTS EXAMINATIONS AND COMPETENCY TESTS

Regents examinations are designed to test student achievement and reflect higher levels of abstract thinking. Regents Competency Tests in Social Studies will be designed to provide minimum level graduation requirements. Each type of examination will be based upon the same State syllabi. Differentiation between the two will reflect differences in depth of expected content knowledge, degrees of abstraction and complexity of required skills.

Social Studies Skills

Skill development must be a part of all social studies teaching. It is important because it helps students become more efficient at acquiring and understanding social studies content as well as helping them to learn, practice, and apply those skills and processes they need as citizens in school today and will need as adult citizens tomorrow. Skills and content are interrelated. Students need skills to learn content and they need to work with content to develop skills.

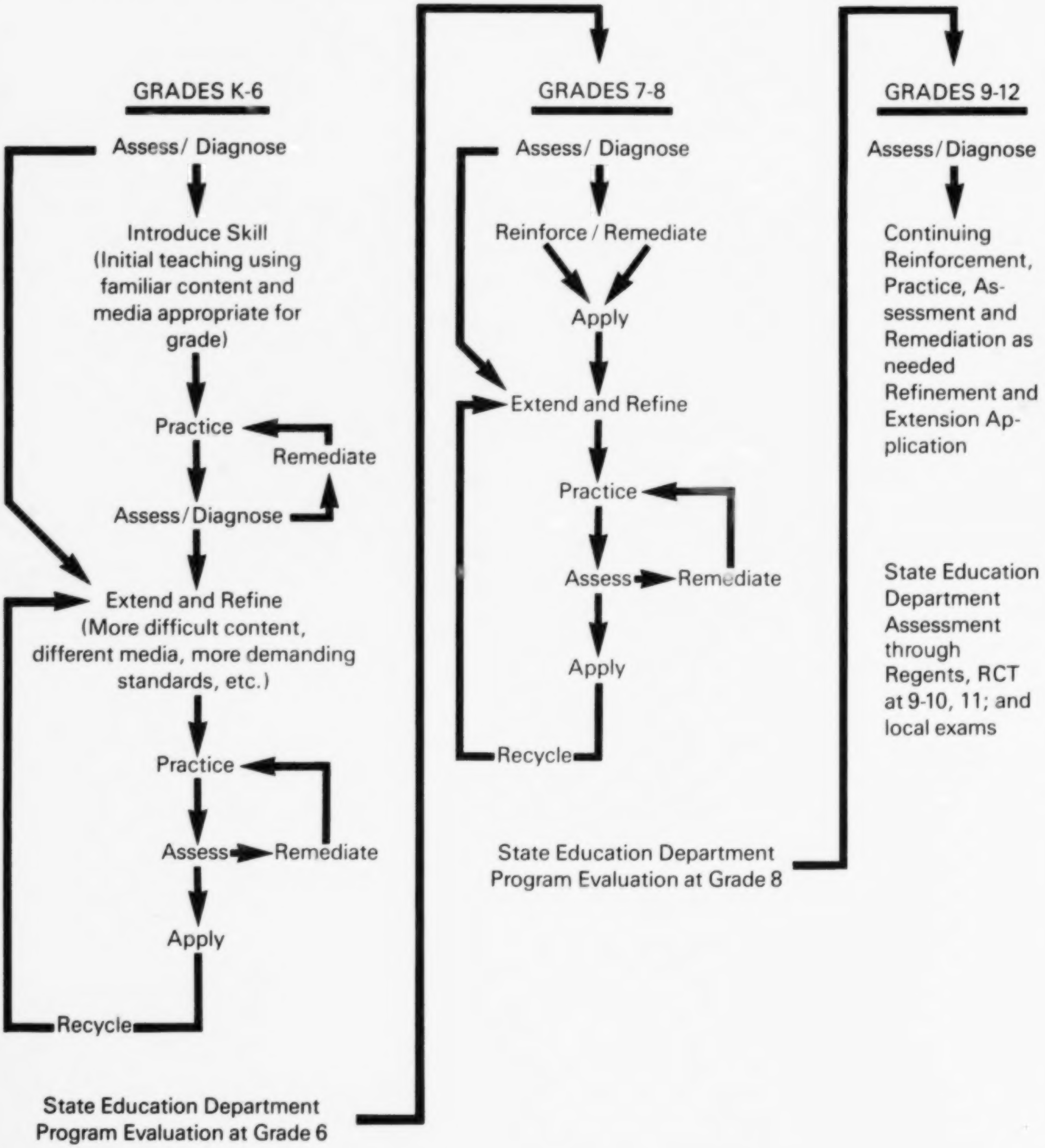
While most skills apply equally to different areas of study and life, there are several processes, or groups of skills, that are especially important for citizens in a democracy. These processes as applied to a social studies context are: (1) The ability to get, organize, process and communicate accurate social studies information and ideas. (2) The ability to identify and investigate issues, generate and test hypotheses, and take and support positions. (3) The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action. (4) The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors. (5) The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency). Each process is described and then followed by a list of the skills likely to be needed.

Skill development is neither so simple that the social studies teacher can take it for granted nor so difficult that the teacher should avoid it. There are a few "complexities" that should be kept in mind as skill development is planned and conducted. (1) All of the skills listed are important to social studies, but few, if any, are exclusive to the field. Skill development should be coordinated with what is being done in other subject areas. (2) Even after a skill has been developed, a skill can be lost if it is not reinforced by continued use. (3) The different skills are interrelated; there must be a spiral development. All skills should be practiced in appropriate ways at all levels. (4) Skill and content are interrelated. Just because students can use a skill to process simple or familiar content does not mean that they will be able to apply it to new content without further teaching and practice. (5) Skill development must be continued until students not only know the skill and perform it well, but until they understand the conditions or situations in which it is, or is not, appropriate to use it.

Because skills are both important and interrelated, the school and teacher should have systematic plans for their development. Systematic development involves diagnosis, teaching, practice, reinforcement, remediation as needed, and application, with assessment at every step. The following diagram suggests a typical procedure for skill development.

SKILL DEVELOPMENT PROCEDURES

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.


GRADES K-6
Assess/ Diagnose
Introduce Skill (Initial teaching using familiar content and media appropriate for grade)
Practice
Remediate
Assess/Diagnose
Extend and Refine (More difficult content, different media, more demanding standards, etc.)
Practice
Assess
Remediate
Apply
Recycle
State Education Department Program Evaluation at Grade 6
GRADES 7-8
Assess/ Diagnose
Reinforce / Remediate
Apply
Extend and Refine
Practice
Assess
Remediate
Apply
Recycle
State Education Department Program Evaluation at Grade 8
GRADES 9-12
Assess/Diagnose
Continuing Reinforcement, Practice, Assessment and Remediation as needed Refinement and Extension Application
State Education Department Assessment through Regents, RCT at 9-10, 11; and local exams

Process and Skills List

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and in the individual skills which contribute to them:

A. The ability to get, organize, process and communicate accurate social studies information and ideas.

Rationale: Citizens must deal with enormous quantities of information. They will have to handle even larger amounts in the future. Historical, geographic, political, social and economic information is often relevant for understanding current issues and for decision making. Getting accurate information, organizing and processing it without distorting it, and communicating it to others for their information are all important acts of citizens at all ages and levels.

Contributing Skills: The following skills contribute to this ability. Students should learn and practice them in classroom activities and apply them in preparing social studies reports, presentations and maps.

A.1. Skills for Getting Information

a. determine the kind and quantity of information that is needed to complete a task or accomplish a purpose

(When students approach a learning task that requires them to gather information, they will be able to decide what kinds of information and how much information they are going to need.)

b. identify and locate appropriate sources of information and locate the specific information needed within those sources

(When students know what kinds of information they need, they will be able to use research tools and techniques to find that information.)

c. obtain the information on a specified topic that is contained in a source which has been located or to which students have been assigned

- by observing
- by listening
- by reading

(When the information students need is obtained, they will be able to read, hear, or see and comprehend it.)

d. measure or qualify information as to numbers, amounts, distances and differences

(When students have the sources of information needed, they will be able to determine and count numbers of items, measure amounts or distances.)

e. distinguish among various types of content in a source, e.g., between main idea statements and supporting information; between facts, reasoned judgments, and opinions; between relevant and irrelevant information

(When students have determined the meaning of statements they will then be able to classify them by comparing them with types of statements with which they are already familiar.)

(When students have obtained the literal meaning from a source, they will be able to go beyond that meaning and make reasoned judgments about what the author/speaker meant, why it was put the way it was.)

f. evaluate sources

(When students have located a possible source and noted its content, they will be able to decide on its value for their purposes based on appropriate standards.)

g. take useful notes

(When students have obtained information from a source they will be able to record the data, both bibliographical and content, in a form that will help them complete the task or accomplish the purpose.)

A.2. Skills for Using Information

Students will demonstrate ability to:

a. identify similarities among and differences between various items in the data and group like items together

(When students have obtained information, they will be able to note likenesses and differences and use these qualities to divide the data into useful groups or parts appropriate to their topic needs.)

b. infer meanings, biases, assumptions, and points of view implied but not stated in a source

c. infer relationships such as cause and effect and time and spatial relationships among items in the data

(When students have examined items in the data, they will be able to identify those that are probably related to each other and make reasonable decisions about what the relationships are.)

d. evaluate the relevance, validity and sufficiency of data

(Looking at the data, students will be able to compare what they have with standards of what is needed to accomplish the task and decide whether they have the right kinds of information, with respect to quality and quantity of information.)

e. translate information into a different medium, format or vocabulary without changing the meaning

(Students will be able to put all or parts of the data into their own words without distorting the meaning.)

f. organize or arrange the data using chronology, steps in a procedure, categorization, or other appropriate means

(Students will be able to identify an appropriate principle to use to arrange information into a more useful form, and order it accordingly.)

g. extrapolate from the data

(Students will be able to develop or use principles and generalizations to infer likely causes, consequences and factors of items in the data even though those causes are not explicitly mentioned in the data.)

h. perform appropriate statistical analyses of the data

(Students will be able to use statistical techniques of appropriate sophistication to get at the meaning and possible likelihood of relationships.)

i. make conclusions about the main ideas or understandings that can be drawn from the data

(Students will be able to synthesize understandings about what the major parts or the entirety of the data mean.)

j. evaluate the conclusions drawn

(When they or others have drawn conclusions from the data, students will be able to compare them with generalizations and principles they already know and, if discrepancies are noted, decide whether the evidence on which the conclusions were based is strong enough to justify modifying the generalizations or principles.)

A.3. Skills for Expressing Information and Ideas

Students will demonstrate the ability to:

a. present factual or objective information orally, in writing and through other media.

(Students will be able to write, speak, use maps and graphics in such a way that they communicate information clearly to others.)

b. explain different points of view or positions on a topic and present the evidence and reasoning that supports each position

(Students will be able to write, speak and use graphics in such a way that they clearly present their own positions and/or the positions or perspectives of others on a given topic or issue.)

c. state and support a position on an issue persuasively in writing, orally and through media

(Students will write, speak and use other media in ways appropriate for convincing an audience of the strength of the students' positions.)

d. disagree with a position taken by another without resorting to personal attack or denigration

(Students will recognize and deal logically and persuasively with opposing arguments.)

e. contribute to the successful completion of a group oral, written or media presentation

f. use correct formats assigned or selected for presenting material

(Students will be able to use the proper style, form and mechanics for different forms of spoken - e.g., debate, discussion, written - e.g., formal report, outline - and media presentations.)

A.4. Skills for Interpersonal and Group Relations

Students will demonstrate the ability to:

a. work with others in identifying a goal, formulating a plan, dividing tasks, carrying the plan out and evaluating the results and procedures used

b. empathize

(In situations where perception could be colored by egocentrism or ethnocentrism students will be able to understand and explain how others with varying perspectives might see, explain or feel about them.)

c. recognize and employ nonverbal body language to improve communication of meaning and feelings

d. note and evaluate the characteristics and behaviors of others before making judgments that might be influenced by stereotypes

e. give and follow directions

(When in situations requiring them to give directions, students will be able to express appropriate ones clearly and ensure that they are understood. When in situations requiring them to follow directions, students will be able to get the literal meaning, obtain clarification of any ambiguous parts, and carry them out in an acceptable fashion.)

B. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.

Rationale: The pursuit of truth is important in academic undertakings. It is even more important in the life of a free society. It is most difficult in relation to issues where emotion or prejudice tempt the student and citizen to accept the obvious answer. Developed skill and discipline can help in resisting this temptation.

This process frequently involves:

- **gathering information about a topic or issue about which there is disagreement - information about the topic, about the disagreement, and about those who disagree;**
- **comparing this information with previously acquired standards to determine importance or significance;**
- **deciding whether the issue merits further effort;**
- **inferring relationships or other findings which might be shown by evidence gathered (hypotheses);**
- **deciding what kinds and quantities of evidence would actually prove or disprove the predicted findings - the hypotheses;**
- **gathering evidence objectively - deciding whether the hypotheses have been proved or disproved or shown to require further research;**
- **translating the results into a position;**
- **expressing the position and its supporting evidence.**

Contributing Skills: The following additional skills contribute to this ability. Students should learn and practice them and apply them in preparing persuasive presentations and reports on academic, simulated and real life topics and issues.

B.1. Skills for Getting Information as listed under A.1. above

B.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. attain, label, clarify and categorize concepts

(Students will be able to identify the cluster of characteristics that are common to one class of items and set it apart from all others (the concept), identify an appropriate name for that concept, and gradually become more and more clear about what subconcepts are parts of it and what broader concepts it is a part of.)

b. form, state, clarify, and delimit generalizations

(Students will be able to identify general relations among concepts (generalizations) - e.g., one generally causes the other, one generally is a necessary condition for the other to exist - verbalize the generalization, and gradually become clearer about when the generalization does and does not apply.)

c. apply understandings, concepts and generalizations developed to new information and in new situations

(Students will be able to use the knowledge gained in one task to gain understanding more quickly or more fully in another.)

d. develop analogies

(Students will be able to note the relationship between two or more concepts and then identify other pairs of concepts that are related in the same way. A is to B as C is to ___.)

B.3. Skills for Expressing Information and Ideas as listed under A.3. above

B.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

adjust, within ethical and legal limits, their own behavior to the dynamics of a situation, including the presence of change, diversity, ambiguity and conflict

(In situations with other people, students will be able to change their normal behavior patterns as necessitated by special characteristics of the situation to facilitate the achievement of the common goals, but not to the extent that they violate legal or moral standards.)

C. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.

Rationale: A free society allows its citizens to make the political, economic and social decisions important in their lives. Active involvement in a democratic society requires participation in problem solving on public issues as well as personal matters. The quality of the decisions made and problem solving actions taken is important to the success of the free society. Possession of skills does not guarantee that all decisions and actions will be wise, but it does improve the odds.

Decision making frequently involves:

- identifying situations requiring a choice;
- considering the desired outcome of each situation;
- identifying the available choices;
- predicting the results likely from each choice;
- comparing likely results with desired outcome;
- selecting the choice with the best match between its likely results and the desired outcome.

Identifying and solving problems frequently involves:

- noting a situation in which there is a gap between what actually is and the standard of "what should be" - a problem situation;
- gathering information about the problem to make sure that it actually exists and requires solving, and gathering information about its causes;
- identifying the resources available for solving the problem and the constraints limiting the kinds of solutions that can be tried;
- identifying as many courses of action as possible;
- predicting the likely results of each course of action;
- evaluating all courses of action based on feasibility and desirability of the results;
- selecting the most appropriate course or sources of action;
- taking the selected action;
- evaluating results and modifying procedures as needed.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in content matter, simulations and real life decision-making and problem-solving situations.

C.1. Skills for Getting Information, A.1. a-g above

C.2. Skills for Using Information, A.2. a-j and B.2. a-d above

C.3. Skills for Expressing Information and Ideas, A.3. a-f above

C.4. Skills for Interpersonal and Group Relations, A.4. and B.4. above

In addition to skills previously developed, students will demonstrate the ability to:

monitor the effects their own behavior has on others and modify that behavior as needed to achieve the desired effects

D. **The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).**

Rationale: Individuals, as students and citizens, must evaluate words and actions. They must evaluate ideas and positions to decide whether they meet standards of scholarship, logic and fairness. They must evaluate issues and possible public policy actions to decide how they relate to their own value standards and to the standards of their community. While the school has an important role to play in the formation and application of standards of scholarship and logic, it must act with caution in the area of formation of values. In both areas, however, the school has an important role in helping the students to develop and examine such standards and to apply them to appropriate materials and situations.

Developing and forming standards for valuing in areas such as scholarship and reasoning that are relevant to social studies instruction frequently involves:

- examination of examples of previous thought that meet the standard sought;
- concluding about the general qualities of positions and thought meeting the standard;
- identification of qualities commonly found in positions not meeting the standard;
- identification of likely effects of adhering to the standard;
- appropriate school rewards - such as grades - for meeting the standard.

Valuing and critical thinking frequently involve:

- recalling or locating the standard by which the position, thought, etc. should be evaluated;

- comparing the qualities present in the position, thought, etc., with those required by the standard;

- deciding how close the match between the item and the standard is;

- deciding whether the item should be accepted, rejected, or changed to improve the match;

- empathizing with the positions, thought, etc. of others;

- tolerating ambiguity;

- taking a stand.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in critical thinking (evaluating the scholarship and logic of items) and valuing (evaluating the quality of rightness of items).

D.1. Skills for Getting Information

D.2. Skills for Using Information

D.3. Skills for Expressing Ideas and Information

D.4. Skills for Interpersonal and Group Relations

E. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).

Rationale: While democracy does not depend on blind obedience, it does depend on informed assent to and, where necessary, expression of informed disagreement with rules and laws made by representatives. Informed assent requires the ability to know what the laws say and mean and to make intelligent decisions.

Citizenship competency frequently involves:

- getting, processing and expressing accurate information and ideas;

- identifying and investigating issues, generating and testing hypotheses, and taking and supporting positions;

- making appropriate decisions and identifying and solving problems effectively;

- valuing and critical thinking.

Contributing Skills: The following skills contribute to these abilities. Students should learn, practice and apply them in academic and real life situations.

E.1. Skills for Getting Information, A.1. a-g above

E.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. assess their own involvement and stake in political situations, issues, decisions and policies

(Students will be able to predict the consequences of actions - or inactions - and policies on themselves and determine the extent to which they want to or should become involved.)

b. to act upon the basis of their best judgment

E.3. Skills for Expressing Ideas and Information, A.3. a-f above

E.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

work effectively with bureaucratically-organized institutions in order to promote and protect their own interests and values

(Students will be able to adjust their behavior patterns in order to deal effectively with the special circumstances of bureaucratic organization.)

Introduction to the Syllabus for United States History and Government

The history of the United States is the history of a great experiment in democracy. The basic principles set down by the Declaration of Independence became the guiding ideas underlying the nation's development. All history after the Declaration has encompassed a continual search for ways in which to apply those principles. The Constitution was a major step toward codifying the principles, but, as the history of our country clearly shows, that document represented only the first step in achieving "justice and equality for all."

Throughout the entire social studies program, K-11, one of the major emphases is on the need for students to acquire a solid knowledge of government and how it operates. But knowing the structure and function of government is not the same as knowing the circumstances surrounding its development. United States history may well be interpreted as the history of public policy--political, social, economic and cultural. If students are to perceive history as more than just a boring "story of lies told about the dead," however, they must learn that real people were passionately involved in the formation of policies that they believed were important in their lives. This course should serve to develop students' understanding that people throughout our history have interacted with each other and with their governments.

The rationale for placing an American history AND government course at the 11th grade level is to assure that all students, by the time they leave the basic social studies program, will have a good knowledge and values base rooted in the historical tradition as well as contemporaneous society. If instruction has been effective, there is little need to repeat what has gone on in the 7th and 8th grades (which is assessed by the Program Evaluation Test at the end of the 8th year). The new 12th year "Participation in Government" course makes the key assumption that students will have a fairly sound understanding of the basic structure, function and operation of the American government (assessed by State examinations at the end of the 11th grade) so as to enable students to apply both the principles and practices of that government in a program which calls upon them to be participants in the process of public policy formation and action. In this respect, the 11th grade program is a foundation for the 12th grade course.

Beyond knowing the structure and function of government, students should also be schooled in the basic principles and cultural heritage upon which our nation is founded so that they may develop a stronger commitment to democratic values. To this end, the program incorporates the Thirteen Enduring Constitutional Issues as identified by Project '87 (a joint project of the American Historical Association and American Political Science Association in celebration of the Bicentennial of the Constitution). Such issues, however, are, as their title suggests, enduring and persistent and, therefore, pertinent to continued study.

The Enduring Issues are highlighted in heavy print at appropriate places in the syllabus. It should be noted that these highlights do not occur just at specific events (e.g., amendments at the end of the Civil War) but may appear at places in the text where general social or cultural topics are being discussed (e.g. status of Native Americans, women, or other minority groups). The highlights serve as a reminder to the possible connection between the event or idea and its legal-Constitutional status; the teacher may also make other connections along the way.

These issues are more than just notations; they are basic guides to the structural-functional aspects of United States government. Teachers should review and, where necessary, reteach the operation of government as it intersects with historical events. For example, judicial review does not stop with the Marshall Court (and Marbury v. Madison) but recurs throughout our history. Helping students make the links between the past, the present and the future is an important responsibility of the instructional process. This exercise implies the opportunity to review the role and function of the Supreme Court, and the process by which legislative or executive acts may be brought before the Court. Another part of that responsibility is to make the connections to local and state governments and to those aspects of comparative world governments which the students will have studied the previous years. The process of valuing one's own government and society may come best when juxtaposed with those of other nations.

The syllabus is divided into six major historical units, the first of which is devoted to a major emphasis on the origins and development of the Constitution during the early years of our history. The teacher must determine, through some type of assessment, how much the students know about this early period of our history, which received significant attention in grades 7 and 8. The teacher may want to review, and in some cases, reteach certain aspects of that early history as it impacts on the events of the later time. The syllabus includes reminders that a refresher may be necessary at certain points; for example, the teacher might review the beginnings of the factory system in the United States before dealing with industrialization after the Civil War.

As an advisory for local curriculum development, objectives used throughout the syllabus should be translated into useful guides to classroom instruction and evaluation. For example:

> "To identify the sources upon which the United States Constitution and Bill of Rights were based"

can be developed into one or more lessons at the end of which the students will be able to respond both orally and in writing to a question such as: Discuss, by use of specific examples, the European and colonial sources for two major principles contained in the United States Constitution. Such questions are useful not only for testing purposes but also for instruction. The successful translation of the objectives into instructional strategies is the key to successful learning; it clearly assists in identifying areas of weakness as well.

Objectives for Grade 11 Syllabus in United States History and Government

KNOWLEDGE OBJECTIVES:

Upon completion of the 11th grade course in United States history and government, the student will be able to demonstrate knowledge of:

1. the major historical events and people who contributed to our cultural heritage

2. the Constitution and its principles as persistent themes in the historical development of the American nation and peoples

3. technological developments and their impact on the development of the United States and its economic and social wellbeing

4. the impact that the various waves of immigration and internal migration have had upon the development of cultural diversity and unity in the United States and the contributions which various racial and ethnic groups have made to the American culture

5. an understanding of the workings of the national government through historical applications

6. the deeply-rooted democratic values of United States society, and how they have changed over time

7. the important role which the United States plays in world affairs, and how that role has expanded over time

8. the relation between events, ideas and the formation of public policy in the United States

SKILLS OBJECTIVES:

Upon completion of the 11th grade course, the student will be able to demonstrate (in addition to previously identified abilities):

1. the ability to make comparisons and contrasts between and among related ideas and events

2. the ability to analogize one period to another, and one event or idea to another

3. the ability to think critically about major ideas in history, and to make relevant connections between them

4. the ability to evaluate information objectively, and reach conclusions on the basis of independent analysis

5. the ability to analyze various points of view and arrive at an intellectually honest personal commitment

ATTITUDE OBJECTIVES:

Upon completion of the 11th grade course, the student will demonstrate:

1. positive attitudes toward objective analysis and inquiry

2. positive attitudes toward intercultural empathy and comprehension

3. negative attitudes toward stereotyping, prejudice and injustice

4. the perception that historical change, societal differences and social conflict can be marshaled toward constructive ends

5. the capacity to perceive one's own society and those of others as both cultural borrowers and contributors

6. the capacity to perceive humankind as a single species to be protected and valued

7. the capacity to accept and defend democratic beliefs and procedures in decision making in government and interpersonal relations

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UNIT 1: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC

UNIT GOALS: By the end of the unit, students will be able to demonstrate:

1. knowledge and understanding of the constitutional basis for our government and history during our nation's early history

2. appreciation and respect for the democratic values to which the United States is committed

I. THE CONSTITUTION: THE BULWARK OF AMERICAN SOCIETY

(Teacher Note: The time to be devoted to this unit will depend on the knowledge base of the students.)

Objectives:

1. To identify the sources upon which the United States Constitution and Bill of Rights were based

2. To recognize that the Constitution and its implementation were and are representative of a reconciliation of conflicting opinions through discussion and compromise

3. To review the history of the United States from 1787 to 1865 through its connection to legal-Constitutional developments

Content Outline:	Major Ideas:	Model Activities:
A. Foundations 1. 17th and 18th century Enlightenment thought 2. Haudenosaunee political system a. Influence upon colonial leadership and European intellectuals (Locke, Montesquieu, Voltaire, Rousseau) b. Impact on Albany Plan of Union, Articles of Confederation, and U.S. Constitution 3. Colonial experience	Ancient Greek and Roman political ideas were Anglicized by several centuries of English thought and practice. The institutions of representative democracy had roots in England as well as in the American colonial experience.	Have students in small groups develop a chart that compares and contrasts Ancient Greek, Roman, English, colonial American, and US notions of the following political and legal ideas: - representative government - limited government - tax legislation - property rights - personal rights - self-government - common law - statutory law - revolution - compact nature of government - checks and balances

Content Outline:	Major Ideas:	Model Activities:
	The period of colonization coincided with the acceptance of common law in England and the establishment of the rule of law as the first principle of English government.	When the students have completed this review activity, have them use the data to hypothesize about reasons for each idea and then draw conclusions about the question: Why were these principles, in some form or another, important to all of these societies?
4. The Revolutionary War and the Declaration of Independence	**Revolution** and political CHANGE in England affected the **evolution** of an **independence** movement in the North American colonies. The Declaration of Independence set high **ideals** and goals yet to be fully attained.	In addition to issues involving colonial rights which ignited the smoldering colonial revolt against Britain, taxation and tax policy have been recurrent controversies throughout history. Divide the class into committees to examine the nature of the following disputes as they related to taxation, and to indicate how they were resolved: - Stamp Act (1765) - Tea Act (1773) - Whiskey Rebellion (1794) - Tariff of 1832 (nullification) - Populist Party platform (1892) - Reagan tax reforms (1980s) After each group has briefly reported to the class, attempt to resolve through discussion: What constitutes a "fair" tax? (Students may need teacher- or text-supplied connectors.) How does a democratic society determine fairness? Why is taxation a good indicator of how well a society has become a "community"?

Content Outline:	Major Ideas:	Model Activities:
		After students read the text of the Declaration of Independence, assist them in listing the basic principles identified in that document. Have them discuss these principles in terms of the extent these principles exist today. Alert students to watch for the application of these principles in United States history beginning with the Constitution. Form "watchdog committees" (a committee of Congress given oversight responsibilities) for each of the principles and ask students for a weekly report on the status of their principle that week. In what way are these principles in a constant state of development?
5. Articles of Confederation	**Federalism** is a **compromise** between a centralized **unitary** system and a decentralized **confederate** structure.	Review with students the major strengths and weaknesses of the government under the Articles. Identify those issues which were later resolved (e.g., interstate tariffs) and those which remain open to continued discussion (e.g., balance of taxing powers between state and national governments).
B. Constitutional Convention 1. Representation and process 2. Conflict and compromise 3. The document: structure of government 4. Ratification: The Federalist Papers - a New York activity with widespread influence	People who live in a **democracy** have many rights and freedoms accompanied by many responsibilities. It is this balance which makes the system function.	Periodically, there have been suggestions for a Constitutional convention. A call to consider a Federal balanced budget amendment was made recently. Such a convention could exceed that agenda. Have members of the class act as state delegates to such a convention. Have them propose other amendments and give arguments favoring their adoption. The convention should vote on each proposal after appropriate debate (2/3 minimum vote necessary before submitting to "states" for ratification).

Content Outline:	**Major Ideas:**	**Model Activities:**
		This activity would require knowledge of the present Constitution and, in presenting their arguments, students would demonstrate effective and persuasive communications skills. They would also need to be aware of current controversies and proposals, such as right-to-life issues and school prayer. Who were the men at the Constitutional convention? Where did they come from? What was their social and economic status? What was their relation to the Revolution (if any)? Why were blacks and women not present?
C. The Bill of Rights	Note: It is expected that basic Constitutional principles will be cited consistently throughout the course. For example, the Constitutional test of Federal power versus individual rights became an important issue only a decade after the Constitution was ratified.	Have students hypothesize about why the first 10 amendments were not incorporated into the original Constitution. Then have several students do research to verify their hypotheses and report back to the class. Divide the class into groups and assign each group one of the first ten Amendments. Have the group research and analyze: - the roots of the Amendment (colonial experiences) - major issues/controversies involved - relation to Enduring Issues - any related contemporary issues, e.g., rights of disabled, aliens, unborn - the balance between self and others
D. Basic Constitutional Principles 1. 13 Enduring Issues - National Power--limits and potentials - Federalism -- the balance between nation and state	The early Constitution provided for a limited **democracy**. With the passage of statutes and amendments (and judicial findings), the American form of government has become more **democratic**.	These 13 Enduring Issues have been incorporated from Project '87 - a cooperative project of the American Political Science Association and the American Historical Association. While specifically designed for the Constitutional Bicentennial, the Project and its materials are of continuing instructional value. Further information can be obtained from:

Content Outline:	Major Ideas:	Model Activities:
- The Judiciary — interpreter of the Constitution or shaper of public policy - Civil Liberties — the balance between government and the individual - Criminal Liberties--rights of the accused and protection of the community - Equality — its definition as a Constitutional value - The Rights of Women under the Constitution - The Rights of Ethnic and Racial Groups under the Constitution - Presidential Power in Wartime and in Foreign Affairs - The Separation of Powers and the Capacity to Govern - Avenues of Representation - Property Rights and Economic Policy - Constitutional Change and Flexibility	The flexibility and resultant longevity of the Constitution were made possible by formal **amendments** as well as by **custom**, **legislation** and **judicial interpretation**.	Project '87 1527 New Hampshire, N.W. Washington, D.C. 20036 Check these Enduring Issues against the list of principles previously generated. Add additional "watchdog committees" as needed. This activity might involve students for the entire school year. The teacher may want to survey all of these principles at this point to help students establish a foundation for later activities. Use of news events over the past year or so would help to define some of the areas of discussion. By the end of the course, students should be able to associate historical examples from different periods with each of the Enduring Issues.
E. Basic Structure and Function 1. Three branches and their operation 2. The Federal bureaucracy 3. Comparison to New York State government 4. Comparison to other governments; e.g., Soviet Union		Depending on the students' knowledge base, a number of activities should be generated to be sure that students understand basic operations of the national government. Charts and diagrams will be useful as later references. Referral to basic structure and function should be made throughout the course.

Content Outline:	Major Ideas:	Model Activities:
F. Implementing the New Constitutional Principles		Have students role play members of the President's cabinet and explain to the class the changing conditions or circumstances in the nation which promoted creation of the various departments. Students should also briefly explain the functions and responsibilities of each department today. Given present circumstances, the class should speculate on what cabinet post might logically be created next (e.g., TECHNOLOGY).
1. Creating domestic stability through sound financial policies: Hamilton's financial plans	**PROPERTY RIGHTS AND ECONOMIC POLICY**	
2. Development of unwritten Constitutional government under Washington, Adams and Jefferson: cabinet, political parties, suppressing rebellion, judicial review, executive and congressional interpretation, lobbying	The Federal Constitution is the rule book of our governmental system. It maintains the balance of power between the branches of government, provides for a Federal system of government, and establishes the basis of our legal system.	Have students study the Sedition Act (1798) along with the development of political parties. Debate may take place between Federalists and Republicans with reference to the First Amendment. Follow with a review of Constitutional limitations, including discussions about slavery, Espionage-Sedition Act (1917), Smith Act (1940).
	CONSTITUTIONAL CHANGE AND FLEXIBILITY	
	JUDICIAL decisions have affected separation of power in the Federal system and expanded HUMAN RIGHTS for American citizens.	
	THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY	Review and/or introduce here several examples of how court opinions have changed over time; lay the basis for this continuing thread of our constitutional development.

Content Outline	Major Ideas:	Model Activities:
	The general principles of the Constitution have been applicable to CHANGING circumstances: **democracy** is in a constant search for fair treatment for all the people while maintaining peace and stability. Although the spectrum of United States politics is dominated by two parties, many influential "third party" groups have existed. The peaceful transfer of political POWER from one party to another is a significant feature of **democracy**.	
3. Neutrality and national security, Washington through Monroe: foreign affairs, establishing boundaries, improving internal transportation and communication a. Neutrality: A key element of American foreign policy-influence of geography b. Economic pressures as a tool of diplomacy c. War as a last resort, or excuse?	In acquiring Louisiana, Jefferson sacrificed the principle of strict construction for national advantage. **CONSTITUTIONAL CHANGE AND FLEXIBILITY**	Review the facts of the Louisiana situation. Have students consider Jefferson's alternatives and the advantages and disadvantages of each. Have students apply the Constitution to the alternatives: - powers specifically granted - separation of powers - federalism - elastic clause - other Have students describe Thomas Jefferson as a loose or strict constructionist of the Federal Constitution. What does that mean as applied to other circumstances and cases?

Content Outline:	**Major Ideas:**	**Model Activities:**
d. Territorial expansion creating safe boundaries e. Grand doctrines which enunciate great principles and extend power	National self-interest, sometimes mixed with international idealism, provides the basis for the foreign policy of most democratic nations.	The second war with England (War of 1812) provides an opportunity to compare United States and Canadian versions of history. Access to Canadian sources, including textbooks, would be helpful but not essential. Help students to see that history is a matter of interpretation.

II. THE CONSTITUTION TESTED

Objective:

To understand the constitutional crisis created by sectionalism and slavery

Content Outline:

A. Constitutional Stress and Crisis

   1. Developing sectional differences and philosophies of government

   2. Equal rights and justice: expansion of franchise; search for minority rights; expansion of slavery; denial of Native American Indian rights and land ownership

   3. The great constitutional debates: states rights v. Federal supremacy; the legal and moral arguments for and against slavery; preservation of the Union

Major Ideas:

NATIONAL POWER-LIMITS AND POTENTIAL

The constant confrontation with the frontier had a leveling effect on the expanding nation and contributed to the **democratic** development of the nation.

Compromise postponed a clash between different **sectional** economic and social systems.

FEDERALISM: THE BALANCE BETWEEN NATION AND STATE

EQUALITY: ITS DEFINITION AS A CONSTITUTIONAL VIRTUE

Model Activities:

Have students continually compare and contrast the growth of nationalistic and sectional feelings and movements. Students should understand that these two "pulls" persistently recur in our history. Have students develop a comparison chart which lists these "pulls" throughout history.

The national debate over slavery featured some of the greatest orators in United States history and dealt with major constitutional issues.

Have students role-play by reading aloud key excerpts from speeches and writings of Daniel Webster, John C. Calhoun, Henry David Thoreau, Frederick Douglass and Abraham Lincoln. Again, stress the push-and-pull nature of the rhetoric.

Involve students in discussion of:

- 17th, 18th and 19th century notions of equality, justice, liberty and property as these concepts had evolved since 1776
- Compare these concepts to the way they are viewed today

Examine the negative outcomes of identification and segregation of a group of individuals, e.g. persons with disabilities. Does society treat any group of disabled persons as less than capable Americans? What efforts were undertaken by blacks to overturn the slave system?

Content Outline:

B. The Constitution in Jeopardy: The American Civil War

1. United States society divided
2. Wartime measures: unity, stability and security
3. Congressional and executive rivalry: planning for restoring the Union; reconstruction and healing wounds

Major Ideas:

Unlike most other nations (e.g., England) which had had **slavery**, the United States was unable to **abolish** the institution peacefully.

Lincoln saw preservation of the **Union** as a test of **freedom** with **international** implications.

Times of national crisis often seem to generate outstanding **leadership**, while also involving temporary incursions on personal liberty in the national interest.

One result of the Civil War was greater Federal supremacy over the states (14th Amendment).

Model Activities:

Use a case study approach to study facts, issues, positions, alternatives, solutions. A study of Constitutional war powers by students will assist in the understanding of the President's powers in contemporary situations. Review:

- Congressional war powers: Article I, Sec. 8
- executive war powers: Article II, Sec. 1,2

Lincoln: conscription, suspension of habeas corpus, northern blockade

Have students compare the Constitution's mention of habeas corpus in Article I with Lincoln's suspension in 1861-1863 (e.g., *Ex Parte Merryman*, 1861). Other case studies:

- Wilson - World War I: German-Americans
- Roosevelt: Japanese-American internment and relocation during World War II
- War Powers Act of 1973 and Gulf of Tonkin Resolution (1964)
- Application during Lebanon crisis (Reagan)

The following resources will be of great benefit in dealing with the Constitution and Constitutional issues:

- John J. Patrick and Richard C. Remy. *Lessons on the Constitution.* Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302
- *Shaping American Democracy* and *Bibliography of Materials on the U.S. Constitution and the Bill of Rights.* Law, Youth and Citizenship Program, New York State Education Department, Albany, New York 12234
- *This Constitution*: Project '87, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036

Unit Summary Activities:

1. Either as a continuing, or occasional current events activity or as a summary, have students bring newspapers to class, and in small or large group sessions, have them identify any one of the Constitutional principles (or Enduring Issues) evident in a current event. Ask students to make analogies to events occurring in the period covered by this unit.
2. To help develop students' conceptual awareness, use the 15 major concepts of the social studies program and have students examine them as they intersect with this unit. How is each reflected in the Constitution and the Bill of Rights?
3. Help students to summarize the major democratic values incorporated in the Constitution and the Bill of Rights.

UNIT 2: INDUSTRIALIZATION OF THE UNITED STATES

UNIT GOALS: By the end of this unit, students will be able to demonstrate:

1. an understanding of the changing nature of American society from 1865 to 1920
2. knowledge that while the Civil War kept the Union intact, it left deep social, political and economic scars that have taken a long time to heal
3. an understanding of the role and nature of immigration patterns as they related to the demands of an industrializing society
4. an understanding of the nature and implications of the shift from an agrarian-based society to an industrial society
5. an understanding of the part that technological developments played in promoting the change to an industrial society
6. an understanding of the nature of the emerging American culture and values in an industrial age

I. THE RECONSTRUCTED NATION

Objectives:

1. To understand contrasting economic and social conditions in the South and North after the Civil War
2. To evaluate the relative political, economic and social positions of victor and vanquished during the Reconstruction of the nation
3. To describe the factors which prevented true freedom for blacks after emancipation
4. To comprehend the emotional heritage of the Civil War

Content Outline:	Major Ideas:	Model Activities:
A. Reconstruction Plans 1. Lincoln's plan 2. Congressional Reconstruction: military occupation 3. Post-Civil War amendments 13th, 14th and 15th 4. Impeachment of Andrew Johnson	**THE SEPARATION OF POWER AND THE CAPACITY TO GOVERN** Frequent communication and cooperation between branches afford a smoother operating government.	The dispute between the President and Congress over reconstruction plans can be used as a good opportunity to review separation of powers. Construct an action/reaction chart with the class and use it as a basis for discussion. Have students construct a wall chart which helps them see the continuing development of the separation of powers principle. Refer to current examples where appropriate.

Content Outline:	Major Ideas:	Model Activities:
5. The reconstructed nation and shifting relationships between the Federal government, state governments and individual citizens	**FEDERALISM: BALANCE BETWEEN NATION AND STATE**	Have students define citizenship as they understand it. Compare their responses to the Constitution, 14th Amendment and other laws, e.g., immigration laws. Discuss the rights and responsibilities bestowed by citizenship. Displaced and disabled persons, including Civil War veterans, were forced into special pleading which Congress frequently considered in separate pieces of legislation. Have students compare and contrast such treatment in the postwar years of more recent wars (e.g., Smith-Sears Vocational Rehabilitation Act, 1918).
B. The North		
1. Economic and technological stimuli of the Civil War		
2. Expanding world markets		
3. Developing labor needs		
C. The New South		
1. Agriculture: land and labor	The problems of the post-Civil War South were, in many ways, similar to those of underdeveloped new nations after World War II.	Ask several students to prepare an oral report concerning the history of blacks from 1865 to 1900 in (a) the South, (b) the North, (c) Canada. Give students several weeks. Provide guidance: - What were living conditions like? - What legal protections existed?
2. Status of former slaves	Former slaves experienced limited economic opportunity and many restrictions of political rights; the migration of blacks to the North began.	- What was the level of acceptability in the respective societies? - How well did blacks succeed in the various areas? regions? - Can generalizations be made about treatment?

Content Outline:	Major Ideas:	Model Activities:
3. Struggle for political control	**AVENUES OF REPRESENTATION** CITIZENSHIP rights for Southern whites and former slaves were key controversies in the Reconstruction era.	
4. Supreme Court interpretations of the 14th Amendment 5. The emerging debate over "proper" role of blacks (Booker T. Washington; W.E.B. DuBois)	**FEDERALISM: BALANCE BETWEEN NATION AND STATE** With the passing of the 14th Amendment came the transfer of significant legislative POWER over civil rights from the states to the Federal government.	Divide the class into smaller groups and, using the case study approach, have them examine the following cases: (Fourteenth Amendment) 1. Munn v. Illinois (1877) 2. Santa Clara County v. Southern Pacific Railroad (1866) 3. Lochner v. New York (1905) 4. Muller v. Oregon (1908) After investigations, have each group report (facts, issues, positions, opinions); after data is revealed, have students draw generalizations about: 1. Relations of Federal and state governments 2. Relations of government to business, industry and labor 3. Relations to individual rights
D. Grant Era 1. Political corruption; local, national 2. The "Solid South"		The effective attacks on New York City's Tammany Hall and the Tweed Ring by political cartoonist Thomas Nast in the 1870s provide an opportunity for critical examination of artistic editorializing. Using drawings by Nast and others, as well as political cartoons, students should analyze: 1. the symbolism employed 2. the opinion expressed by the artist 3. the extent to which this opinion coincided with facts 4. the extent to which the cartoon reflected the mood of its time

Content Outline:	Major Ideas:	Model Activities:
		Have students write a one paragraph editorial expressing the same view as the cartoon. Which is more effective: words or pictures? Why? Now have students write a letter to the editor disagreeing with the point of view of the drawing or cartoon and expressing an opposite argument or point of view. Have students discuss alternative means of participating in a public debate over an issue. What was true in the 1870s? Now?
E. End of Reconstruction		
1. Disputed election: of 1876		
2. End of military occupation (1877-78)		
3. Restoration of white control in the South (1870s and 1880s)		
4. Plessy v. Ferguson (1896), "separate but equal"	Despite Constitutional Amendments, attainment of equal opportunity for American blacks was thwarted in the late 19th century.	Give students summaries of Plessy v. Ferguson (1896) and Brown v. Board of Education (1954). Have them hypothesize about the reasons for the Supreme Court's reversal of opinion after 58 years. Have students compare Plessy with Brown to have them appreciate that Supreme Court decisions reflect changing social, political or economic conditions. How well does the "separate but equal" doctrine hold up in other cases (e.g., handicapped)?

Content Outline:	**Major Ideas:**	**Model Activities:**
F. The Impact of the Civil War and Reconstruction: Summary 1. On political alignments 2. On the nature of citizenship 3. On Federal-State relations 4. On the development of the North as an industrial power		

II. THE RISE OF AMERICAN BUSINESS, INDUSTRY AND LABOR, 1865-1920

Objectives:

1. To understand the place of the United States' industrialization in the global context
2. To comprehend the changing nature of American business organization and practices from 1865 to 1900, and the Federal government's response
3. To understand the role of entrepreneurial effort in the capitalization and direction of American industry
4. To recognize the struggle of labor and labor organizations in the history of our country to achieve fair and equitable working conditions

Content Outline:	**Major Ideas:**	**Model Activities:**
A. Technology and World Industrialization: England (old), Germany (like the United States, emerging), and Japan (on the threshold) 1. Technological developments: scope of development, 1750-1860 2. Impact on people's lives: the English example	Teacher Note: Explicit connections with previous learnings from 7th to 10th grades are expected.	A brief review of the process of modernization in several different culture areas of the world will help students to deal with the process of development — from colonial status, or traditional agriculture-based societies, to industrial and technology-oriented societies. An African, Asian or Latin American example might be used.
B. Pre-Civil War Industrial Growth: A Review of Textile and Iron Industries	In the development of industry, the United States had advantages, such as abundant natural resources and excellent transportation potential.	The use of films or other visual aids for review purposes will help students to recall information and make necessary connections, as well as providing a base for further discussion.
C. Business Organization: Size and Structure 1. Proprietorships and partnerships	Corporate organization offered advantages in efficiency, raising of capital and legal protection.	Have students select an imaginary product. Divide the class into several groups and ask each to think about how they would organize themselves to develop, produce and market their product. After limited time, reunite the class and explore ideas generated. Ask: - How the company will be organized - How capital will be raised

Content Outline:	Major Ideas:	Model Activities:
2. Organizational changes a. Incorporation b. Capital concentration; consolidation c. Expanding markets: national and international d. Merchandising changes, department stores, mail order	**Venture capital** is the life blood in the formation of new **enterprises**: investment with the expectation of return is an important understanding. Industrial **production** was stimulated by national expansion and **population** growth as well as easier accessibility to overseas **markets**.	- Where will factories be located and what will transportation needs be - What kind of labor force will be needed - Where their chief markets will be located - Can they control market? Explore with students the general climate of business venture during the period from 1865 to 1900. Assist students to understand the nature of capitalism as an economic system.
D. Major Areas of Growth in Business and Industry (in each of the growth areas below, review conditions in that industry prior to 1860 and, where appropriate, the impact of the Civil War upon technology, and the growth of industrial strength) 1. Transportation: railroads and automobiles; urban transportation 2. Building materials: steel 3. Energy sources: coal, oil, electricity 4. Communications: telegraph, telephone	The growth of **urban** centers was stimulated by location on key **transportation** routes. Transportation improvements helped attain national economic INTERDEPENDENCE. Specific modes of transportation go through phases of development, maximum utilization and decline. Relate this idea to present-day rail problems.	Changes were extensive in basic industries such as transportation, building materials, energy sources and communications. One or two of these industries may serve as prime examples of what was happening in the United States. Initiate a discussion of one industry, and then have small groups of students select other industries for investigation, followed by a report to the class. After all reports are completed, several class sessions might be spent in debriefing, to reinforce major generalizations about the changes brought about by the new technologies. Compare and contrast with today's technologies.

Content Outline:	**Major Ideas:**	**Model Activities:**
E. Representative Entrepreneurs: Case Studies in Concentrated Wealth and Effort (other personalities may be substituted; local examples of enterprise should also be used) 1. John D. Rockefeller: oil; Andrew Carnegie: steel; Ford: auto	Inventions, new management techniques and advancing TECHNOLOGY in the 19th century were often the product of individual genius (e.g., Edison and Bell, who were hearing impaired, Bessemer, Singer), including that of lesser known, minority inventors.	Assign several students to investigate various 19th century entrepreneurs to determine whether or not these men were "Robber Barons." A tie to the 10th grade could be made by having students investigate the original source of the term. Discuss relation to corporate leadership today, e.g., corporate raiders.
2. Work ethic: Cotton Mather to Horatio Alger 3. Conflict between public good and private gain, e.g., resources	Popular literature proclaimed that the traits or values of virtue, honesty, and hard work would be rewarded by wealth and success.	A local study of ways in which philanthropy has enhanced an area's culture may be worthy of investigation: e.g., original public libraries, symphony orchestras, art museums which were often wholly or partially financed by the Carnegies and Rockefellers. Criticism of displays of wealth were subjects of contemporary writers such as Thorstein Veblen. An advanced student might read and report on such criticism.
F. New Business and Government Practices: Popular and Government Responses 1. Laissez-faire and government support; interpretation of 14th Amendment by Supreme Court	**PROPERTY RIGHTS AND ECONOMIC POLICY** The Federal political system enabled trusts to incorporate in the most advantageously indulgent states.	Help students to realize how government can help or hinder business development: e.g., trade agreements, tax policy, banking laws and labor/corporation laws. Current cases may provide time bridges.
2. Competition and absorption: mergers and trusts 3. Railroad "pooling"; rate inequities; railroad regulation: state and national I.C.C.	Business mergers tended to produce monopolies and thereby threaten competition.	Read to the class appropriate passages from Frank Norris's The Octopus to point up the effects of railroad rate inequities. Discuss the ways in which consumers and producers have developed protections against abuses.

Content Outline:	Major Ideas:	Model Activities:
4. *Munn* v. *Illinois*, 1876; Sherman Anti-Trust Act, 1890		
5. Emerging attitudes and actions regarding trusts/conglomerates and their impact on current thinking		
G. Labor Unionization		
1. Efforts at national labor unions: Knights of Labor (1869); A.F. of L. (1881-86), I.L.G.W.U. (1900)	Americans have traditionally stressed **cooperation** and association as well as individualism and competition.	
a. "Bread and butter" objectives b. Unions and social issues (education) c. Attitudes toward immigrants, blacks, women d. Union leadership: Gompers	Organized labor has often spearheaded movements for JUSTICE and HUMAN RIGHTS while seeking better working conditions for its members.	Grass roots biography: Have each member of the class select a typical working person from a specific period of American history (examples: New York Irish canal digger, Pennsylvania Welsh coal miner, New York City Jewish seamstress, Ohio Slavic iron worker) and write imaginary diary entries which reflect the individual's working and living conditions. Include an entry from a laborer who has become disabled as a result of working conditions. Also examine the roles of women and racial/ethnic minorities at this time in labor history.
2. Struggle and conflict a. Major strikes: gains and losses - Homestead, Pullman, Lawrence b. Management's position c. Weapons or tactics employed in disputes by two sides	More progress in labor management relations has resulted from **negotiation** and **mediation** than from confrontation or violence.	Present the class with the basic demands and counter demands of a typical wage-and-working conditions disagreement. Teacher-supplied handouts of actual strike conditions would be ideal and would simulate the variety of possible ways in which a labor dispute could be resolved.

Content Outline:	Major Ideas:	Model Activities:
d. Attitude and role of government	Government has played a crucial role in affecting the POWER balance between **management** and labor. **NATIONAL POWER-LIMITS AND POTENTIALS**	Have students chart out the conditions of labor which unions began to protest in the period from 1875 to World War I, and the responses workers took to resolve the evils they saw. After data is checked, have students analyze information and help them to develop generalizations about the period.
3. The "radical fringe": socialism, communism, anarchism	Opponents of capitalism believed that large-scale means of production should cease to be private property, becoming instead the property of the community. Others advocated as little government interference with business as possible.	
4. Middle class supporters; Consumers' Union; National Women's Trade Union		

III. ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

Objectives:

1. To understand the impact of industrialization and urbanization on American life
2. To comprehend the changing role of women in the second half of the 19th century
3. To appreciate the rich diversity of America's pluralistic society
4. To be sensitive to the impact of prejudice and discrimination on people and the quality of life
5. To develop an understanding of the impact of industrial growth on frontier America
6. To develop an understanding of the nature of the relationship between the American Indians, the settlers and the government
7. To explain the causes for agrarian discontent and the various solutions offered

Content Outline:	Major Ideas:	Model Activities:
A. Impact of Industrialization on People 1. Urbanization and the quality of urban life a. Part of world phenomenon b. Attractions: jobs, education, culture, public education system c. Problems: slums, increased crime, inadequate water and sanitation services d. Skyscrapers and elevators; tenements and walk-ups e. Social Darwinism; "getting and spending": increased class division, conspicuous consumption, social conscience, philanthropy	Industrialization had an important human impact; it improved living standards for many but also tended to increase economic inequities. It seriously impacted on the family unit and the sense of community. A democratic society is dependent upon the education of its citizens and their participation in the governance of society.	Have students research pictures showing the impact of 19th century technology on everyday life in both rural and urban environments. Use photos in class to emphasize effects. If available, contrast the above collection with pictures of the Chicago Columbian Exposition, 1893; or the Buffalo World's Fair, 1901, as idealizations of what some thought the future should be. A student photographer could make slides of photographs for the beginning of a permanent school-library collection. Samuel Hall, son of wealthy ropemaker, founded Perkins Institute and Massachusetts School for the Blind. Have the students research other philanthropists and determine how they used their wealth to assist those in need.

Content Outline:	Major Ideas:	Model Activities:
2. Work and workers		
a. Factories and people-case study: Buffalo, Detroit, Pittsburgh, Seneca Falls, Lawrence, Patterson, Utica	Working class people and immigrants tended to concentrate in inner city neighborhoods.	Have students complete a study of their city or town (or nearby urban center) during the period 1865-1920 to understand the enormous impact that the new industrialization had upon the people and the town. For instance, where a town might *not* have existed (e.g., Levittown), have students explain why later development occurred.
b. Geographic, economic, social and political considerations		
c. Working conditions: "wage slavery"	A human-made ENVIRONMENT has steadily replaced or altered the natural environment in many areas of this country.	
d. Living conditions: company towns and urban slums		Develop a map showing the advance of industrialization and its impact on population centers. Help students to gain skill in reading and using demographic data and mapping.
e. Working-class family		
f. Significance of ethnic and racial impacts on worker population and the labor movement		
3. Women, families and work		Build on your photograph collection by adding pictures showing the role and social position of women as represented in the pictures of J. M. Whistler, Charles Dana Gibson or *Godey's Lady's Book* (or other popular women's magazines). Compare and contrast the pictures to the photographs and writings of Jacob Riis and Lewis Hine. Discuss "ideal" states and reality in the depiction of any group.
a. Traditional roles, Victorian ideal and reality	**Patriarchal** societies tend to restrict women's roles to home and family.	
b. Outside and inside their homes: double drudgery		
c. Jobs for domestics, laundresses, and textile workers; technology brought jobs as telephone operators and typists	Women frequently held low-income factory, **service** and **domestic** jobs.	
d. Emerging family patterns: two wage earners, broken homes		
e. Problems of child labor, elderly, disabled, black women	Women often EMPATHIZED with **social reform** movements.	
f. Role of religion in a plural society	Religious **tolerance** developed slowly, assisted by the presence of DIVERSITY of beliefs. Puritan beliefs and values persist in our historical development.	

Content Outline:	**Major Ideas:**	**Model Activities:**
4. The growing middle class: consumerism and its material benefits and effects a. Emerging standards of cultural values (fashion, houses, furniture, magazines, amusements) b. The middle-class man and woman: materialism and morality c. Leisure activities: self-generated and directed	The fine arts may portend significant CHANGES in social attitudes as they CHANGE from realistic portrayals to romantic or abstract ones.	Explore architecture ("half art, half science") as a cultural barometer. The students (or committees of students) should collect representative pictures of the following architectural examples: - log cabins - classic revival buildings (government buildings) - Madison Avenue skyscrapers - apartment developments - Levittown-type houses - mobile homes - buildings accessible to the handicapped
5. Art and literature a. Dime novels and penny dailies; rise of the popular press b. Regional literature: Mark Twain as example c. Art and music benefited from philanthropy and increased leisure time d. Craftsmanship was still a valued art, e.g., Roycroft Movement (East Aurora, NY)		Students should, in parallel columns, list what functional and aesthetic needs each form fulfilled. (What does each tell us about the people who built and used it?) This exercise could also lead to a discussion on historical preservation. What structures should be preserved in your community? Why? What roles can government, organized groups or individuals play in preservation activities?
B. The Immigrant and Changing Patterns		
1. Early colonization and "old" immigration (1609-1860) - Review: a. Motivations for immigration (northern and western Europe) b. Free and indentured status	**Immigration** has been the source of rich CULTURAL PLURALISM in the United States.	All of us (except Native American Indians) are the descendants of immigrants. Have each member of the class research his or her own family's "roots" as far back as is feasible. Organize this information on a family tree or diagram, and indicate ethnic or national identification wherever possible. Use this information as the basis for a short essay describing the extent to which the concepts of CULTURAL PLURALISM and the melting pot are reflected in the family's experience.
c. African immigration: forced slavery d. Nativist reactions e. Absorption by conquest and annexation (French Acadians, Mexican/Hispanic) f. Ethnic and geographic distribution: ca. 1870	Nonwhite Americans have found assimilation most difficult to attain.	

Content Outline:	**Major Ideas:**	**Model Activities:**
2. The "new" immigration, 1870-1924 a. New sources: eastern/southern Europe; Asia -- the "New Ethnicity" b. The impulses abroad c. The attractions here: labor shortages and liberty, freedoms d. Urbanization: ghettos e. "Americanization" process f. Impact on family, religion, education and politics g. Contributions to American society	**Migration** of peoples to the United States has been impelled by circumstances abroad as well as the promise of a better life in America. The great DIVERSITY of the United States population is a result of **immigration** from many parts of the world. In a crisis of IDENTITY, immigrants had to CHOOSE what CULTURAL traditions to retain and what American **behaviors** to adopt.	What kinds of prejudice and stereotyping confronted and followed various ethnic groups? What evidence exists in present-day life that it continues? How does that apply to the disabled and other, "new" minorities? Obtain a historical map of New York City showing how various ethnic groups displaced one another over the years since the earliest Dutch settlements. Have students develop hypotheses and generalizations regarding the impact of immigration on the development of a city or town. How did local people and governments respond to new needs and services? What assistance is offered today?
3. Reactions to the "new" immigration a. Cultural pluralism: assimilation, acculturation ("melting pot" or cultural pluralism) or both	Americans have had ambivalent attitudes toward new immigration. EMPATHY and welcome have been mixed with resistance and **prejudice**.	Various terms (or metaphors) have been used over time to describe the process of assimilation of immigrants within the framework of society. Present these terms and explore both their real or implied meaning and their role in American society (e.g., melting pot, Americanization, cultural pluralism, "salad bowl", cultural mosaic, etc.). Help students deal with the use and nature of metaphors.
b. Nativist reactions: stereotyping and prejudice c. Impact on blacks and established minorities	**Ethnic** identity and pride have been fostered by the POLITICAL SYSTEM and social ENVIRONMENT of the United States.	
d. "Yellow peril", West Coast restrictions e. Literacy testing, 1917 f. The "Red Scare"	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION**	

Content Outline:	**Major Ideas:**	**Model Activities:**
g. Quota Acts of 1921 and 1924	Past, present and future immigration policies reflect the nation's enduring and CHANGING values systems.	Trace the development of the quota laws from their origins to enactment as an example of how such laws originate. Examine these laws for possible restrictions placed on persons with disabilities.
C. The Last Frontier (1850-1890)		Map lessons: Have students work with a series of maps of the Great Plains and Rocky Mountain region which show topography, climate, and land use. Help students to couple this impression with visual images from slides and books. Have students talk about the effects that the environment has had on people's lives.
1. The frontier as idea and reality: 1607-present	Traditional native people have an EMPATHY with the ENVIRONMENT that reflects a real sense of INTERDEPENDENCE with the land, water, sky-a lesson to be learned by all people.	
2. Land west of the Mississippi		
a. Rolling plains and the Great American Desert		
b. Native American Indian Nations; concept of oneness with the environment		
c. The Homestead Act, 1862 and the settlement of the West		
3. The impact of industrialization		Present a handout outlining the major points of Frederick Jackson Turner's frontier thesis. As students progress through the unit, have them check the thesis and evaluate its applicability and validity.
a. Food supply shipped to urban East		
b. Improved transportation facilitated shipping of foodstuffs		
c. The spread of immigrants		
d. Potential for investment		
e. Development of key urban centers		

Content Outline:	**Major Ideas:**	**Model Activities:**
4. Native American Indians: status since 1607		History as others see it:
a. Pressures of advancing white settlement: differing views of land use and ownership		Divide the class into several groups. Have each group develop an outline for a "Native American Indian History of North America", with attention to such questions as:
b. Treaties and legal status		
c. The Indian Wars: 1850-1900	The Indian Wars were clashes of peoples of inequitable numbers, TECHNOLOGICAL skills and organization, resulting in a genocidal tragedy. **NATIONAL POWER: LIMITS AND POTENTIAL**	- What key events should be included? - What are the major cultural differences with European settlers? - What illustrations should be included? - What successes and failures should be stressed? - How should the question of Native American Indian cultural diversity be handled?
d. Legislating Indian life: reservations; Dawes Act (1887)	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION**	Then have the class compose a consensus outline and compare it with the table of contents of a representative United States history textbook. - What comments need to be included about Native American Indian beliefs about environment, land ownership, empathy and tolerance? Reference to Dee Brown's Bury My Heart at Wounded Knee may be a good place to start.

Content Outline:	Major Ideas:	Model Activities:
5. The cattle frontier a. The cattle kingdom: open range b. Homesteaders and technology: barbed wire and "the iron horse" c. Justice on the frontiers	Literature and films have fostered a romantic image of the cowboy and the Old West; and have implanted a negative stereotypical image of Native American Indians.	Have students complete a selective survey of "old" and "new" Westerns on television to examine the "image". Others could examine the image of wild west shows (Wild Bill Hickok, et al.), the novels of Zane Grey and the art work of Remington and Russell, all set against a backdrop of research on the reality of cowboy life. Have students also investigate the little known story of black cowboys. Have students do a study of the image and reality of Native American Indians in the books and films. The Ox-Bow Incident as novel, or film, can be useful in dealing with law-related activities in comparing the contrasting law as a civilizing tool.
6. The farming frontier a. Stubborn soil, sod houses and nature's will	The ENVIRONMENTAL challenge of the arid Great Plains was met by TECHNOLOGICAL ingenuity.	The literary works of Willa Cather, Ole Rolvaag, Hamlin Garland and The Little House on the Prairie series (by Laura Ingalls Wilder) are some sources of Great Plains descriptions showing the impact that the area had on the people. Critical reading and viewing of "Little House" reruns would be one way to deal with both visual and literary interpretations of American culture.
b. Effect of technology: steel plow, windmills, the reaper and the railroad c. Life on a Great Plains farm	The natural ENVIRONMENT undergoes constant CHANGE as human beings affect it.	
d. Agriculture's persistent problems: market and rail dependence, price fixing, banks and debt	**PROPERTY RIGHTS AND ECONOMIC POLICY**	

Content Outline:	Major Ideas:	Model Activities:
7. Agrarian protest a. The Grange movement: local and state demands for regulation of rail and storage facilities b. Legal efforts: court cases	Agrarian political factions were weakened by failure to ally effectively with EMPATHETIC labor groups. **FEDERALISM: BALANCE BETWEEN NATION AND STATE**	Farmers frequently saw the railroad as the controlling force in their lives; the period from 1875 to 1900 saw frequent attempts by state legislators to regulate railroads. Have groups of students investigate the following cases for their effects on farmers' problems. Have another small group read and present a discussion of Frank Norris's novel, The Octopus. Cases: - Munn v. Illinois (1877) - Wabash, St. Louis, and Pacific Railway v. Minn. (1886) - Chicago, Milwaukee and St. Paul Railroad v. Minn. (1889)
c. National government response: Interstate Commerce Commission	The commerce clause of the Constitution allows the Federal government greater control over interstate commerce. The I.C.C. develops rules and regulations regarding interstate commerce.	Students can trace the history of the interpretation of the commerce clause through an examination of one or more of the following: Gibbons v. Ogden (1824) Sherman Anti-Trust Act (1890) E. C. Knight case (1895) U.S. v. Debs, 64 FED. 724 (1894) Schechter Poultry Corp. v. U.S. (1935) Wagner-Connery Act (1935) Equal Pay Act (1963)
	NATIONAL POWER: LIMITS AND POTENTIAL	Discussion should follow on why changes in interpretation occur. Have students analogize with civil rights cases and with the development of the Marshall Court's decisions. Assist students in developing a chart dealing with administrative law; use headings such as: Home Regulations, School Regulations, Club Regulations, Motor Vehicle Regulations, other State/National agencies. Discuss the legal nature of such regulations.

Content Outline:	Major Ideas:	Model Activities:
d. Populism: a political response -- William Jennings Bryan and the election of 1896	Farm leaders blamed their plight on monetary SCARCITY. A grass roots populist tradition has persisted within the American POLITICAL SYSTEM.	A lesson which utilizes cultural studies in conjunction with economic history is the reading of Henry Littlefield's article, The Wizard of Oz: Parable on Populism, and a follow-up lesson defining symbolism in The Wizard of Oz as it reflects the Populist movement. If the film can be rented, a viewing before and after the discussion would be valuable. See: Littlefield, Henry M., "The Wizard of Oz: Parable on Populism, in Henry Cohen, editor, The American Culture: Approaches to the Study of the United States (Boston: Houghton Mifflin Company, 1968, pp. 370-382).
D. American Society at the Turn of the Century: A Retrospective Review		Have students gather examples of the "Ash Can" school of American art (e.g., Armory Show - 1913), and have them compare and contrast to photographs. Have students write a brief essay on the nature of the two art forms and their reactions to them.
1. The "American image" changes: George Eastman's Kodak camera, 1888	The development of photography helped to free painting from **realism** and lead to impressionism and abstract art.	
2. From agrarian to industrial base		Selective use of an Eastman Kodak photograph collection can help provide a visual stimulus to a review the period from 1865 to 1900.
3. From frontier to city		
4. From European to American culture		
5. A watershed period: United States enters the Modern Age		
6. Utopian writers and the future of the United States: what's right and wrong about American society		

Summary Unit Activities:

1. Have students stage an art/literary exhibit of original or adapted works based on the topics above.
2. Change one or more of the Section III objectives into expository essay questions and have them develop possible responses.

3. Obtain a copy of George Inness's painting "Lackawanna Valley." Ask students to examine symbols in the painting and relate, through the boy's eyes, the changing nature of American society.

UNIT 3: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION

UNIT GOAL: By the end of the unit, students will be able to:

recognize and understand that changes in United States society caused by industrialization brought about the need to reexamine the nation's domestic and international goals and priorities

I. REFORM IN AMERICA

Objectives:

1. To recognize the changing balance of tradition and reform in American life
2. To assess the shifting balance between the rights and powers of corporations, governments and individuals in the United States in the late 19th and early 20th centuries
3. To compare the objectives and programs of the Theodore Roosevelt (Square Deal) and Woodrow Wilson (New Freedom) administrations
4. To be aware of the long tradition in American life of the conservation of natural resources; of concerns for the rights of workers, the poor, blacks, persons with disabilities, women and consumers; and of movements for peace and for social and political equity
5. To portray the ways in which many different kinds of Americans (for example, women as well as men, blacks as well as whites, workers as well as consumers, and the public sector as well as the private sector) were involved in progressive reform activities

Content Outline:	Major Ideas:	Model Activities:
A. The Reform Tradition: Selected Examples from the Past - A Review 1. American Revolution 2. Abolition movement 3. Women's rights 4. Civil service 5. Disadvantaged: mentally ill	America has experienced periodic outbursts of democratic reform protests.	Throughout this unit, continue to orient students to a public policy approach. Have students talk about contemporary issues which have brought about public debate (unemployment, abortion, welfare and an issue which is local or school-based). Help students identify the issues and points of view (why some people would see the issues as a "reform" of what is), and examine the issue for class discussion. This model can be applied to any historical or contemporary issue.

Content Outline:	**Major Ideas:**	**Model Activities:**
B. Pressures for Reform		
1. Effects of developing technologies and their social, ethical and moral impact		
2. Struggle for fair standards of business operation and working conditions		
3. Increasing inequities of wealth and poverty		
4. Rising power and influence of the middle class		
5. Emergence of communication means which were simultaneously cheap and socially responsive		
C. Progress: Social and Economic Reform and Consumer Protection		
1. The "Muckrakers" and reform		Muckraking, journalistic exposure aimed at arousing public opinion on a key social issue, is a respectable American tradition. Have each student locate and bring to class at least one magazine or newspaper article of a muckraking or investigative nature; these often involve issues of public ethics. Then have students write a letter to the editor of the publication giving reasons for supporting or opposing the position taken in the article. If supporting the criticism, students should suggest a civic action designed to rectify the situation. Relate this exercise to public policy orientation of most social issues and again remind students of the various ways in which they can participate in the policy process.
a. Magazine writers (Steffens, Tarbell, et al.)	Government at all levels may need to be spurred into action by concerned CITIZENS or the press.	
b. Novelists (Norris, Sinclair)		
c. Legislative (Pure Food and Drug Act; Meat Inspection Act, etc.)		
d. Reasons for decline of literary exposure		
e. Update: investigative reporting and groups; relate to Watergate news coverage	"Watchdog" (investigative) media can provide a balance to the POWERS of government and economic forces.	

Content Outline:	Major Ideas:	Model Activities:
2. Other areas of concern		
a. Social settlement movement and the problems of poverty-Jacob Riis, Jane Addams, et al.	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION**	
b. Women's rights and efforts for peace: the suffrage movement-Stanton, Anthony; beginnings of fight for birth control-Margaret Sanger; peace movement	**THE RIGHTS OF WOMEN UNDER THE CONSTITUTION**	
c. The black movement and reform - Washington and DuBois; formation of N.A.A.C.P. (1912); Ida Wells (anti-lynching); Marcus Garvey d. Temperance/prohibition e. Formation of Anti-Defamation League (1913)	**EQUALITY: ITS DEFINITION AS A CONSTITUTIONAL VALUE**	The movement for racial equality and equity of treatment was divided over the policies and programs of Booker T. Washington and W.E.B. DuBois. Have students investigate these two approaches as examples of policy-making by organizations or individuals, and compare this to public policy formation.
D. Progressivism and Government Action 1. Emerging progressive movement: political reform	Progressive reform was primarily an urban, middle class movement which influenced and impacted on many other groups in society.	
a. Municipal and state reform 1) Municipal reform: response to urban problems 2) Sudden growth and needed services b. Progressive state reform: e.g., Wisconsin (Robert LaFollette), New York (Theodore Roosevelt), Massachusetts: initiative referendum; recall; economic, social, environmental reforms	**AVENUES OF REPRESENTATION**	Examine the differences between and among the various levels of government and their responses to social issues. Do similar structures operate in similar ways?

Content Outline:	**Major Ideas:**	**Model Activities:**
2. Theodore Roosevelt and the "Square Deal" a. The stewardship theory of the Presidency b. Legislation strengthening railroad regulation and consumer protection c. "Trust-busting" court cases (rule of reason): Standard Oil d. Anthracite coal strike: Presidential mediation	Theodore Roosevelt advocated a vigorous Presidency - in the public interest. **NATIONAL POWER; LIMITS AND POTENTIAL**	Biography can be an exciting way to study history. Have several students read a variety of biographies of Theodore Roosevelt. Then hold a panel discussion on how T.R. was viewed by contemporaries and by historians. Roosevelt's letters to his children might be sampled and contrasted with advice given today. Review how a President may influence legislation or the enforcement of it.
3. Conservation a. Teddy Roosevelt's concern for nature, land and resources b. Federal legislation and projects: effects on states' limits c. Roles of Gifford Pinchot and John Muir d. New York: 1895 Constitution and the Adirondacks	A tradition of natural abundance and waste caused Americans to become aware of the dangers of ENVIRONMENTAL deterioration belatedly.	Have students research the "forever wild" section of the 1895 New York State Constitution which protects the Adirondacks. Assess the validity of such protection versus the interests of those who would like to apply the doctrine of free enterprise to such areas.
4. Working Conditions a. Corporate rights and the individual: Lochner v. New York, 1905; Muller v. Oregon, 1908	**PROPERTY RIGHTS AND ECONOMIC POLICY** **THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY**	How does a Supreme Court decision get translated into action? What is the process by which a case reaches the Court? How do hearings operate, and how are decisions made? Either Lochner or Muller would serve as good case studies.

Content Outline:	**Major Ideas:**	**Model Activities:**
5. Woodrow Wilson and the New Freedom a. Progressivism at its zenith: the 1912 election: Taft, Roosevelt, Wilson		Have students compare and contrast public reaction to the income tax law and to the tax reform measures passed by Congress in 1986. Recall attitudes toward taxation prior to the American Revolution.
b. The Underwood Tariff and the graduated income tax c. Clayton Antitrust Act and the Federal Trade Commission	A graduated income tax makes CITIZEN financial support of government more equitable. **NATIONAL POWER: LIMITS AND POTENTIALS**	Arrange for a Wilson Day in all United States history classes. Each student would be responsible for finding information concerning Wilson, the Man; Wilson, the President; Wilson, the Peacemaker; Wilson, the Teacher.
d. The Federal Reserve System (monetary controls) e. Women's suffrage amendment	**CONSTITUTIONAL CHANGE AND FLEXIBILITY**	This is an appropriate time to teach not only the reasons for and structure of the Federal Reserve, but also the workings of today's Federal Reserve. Have students secure The New York Times (business section) as an excellent study guide for the lesson. Review discount rates, money supply, price of gold, and the implications of the figures given. Examine indications of how Federal Reserve policy impacts upon students and their families (e.g., mortgage and car loan rates).
6. World War I: effect on domestic reform	Domestic reform programs may be crippled by wartime priorities.	

II. AMERICA REACHING OUT

Objectives:

1. To explain the economic causes for the United States overseas territorial expansion
2. To evaluate arguments for protectionism and free trade; arguments for and against intervention in affairs of other nations; arguments for and against war
3. To analyze reasons for increased United States international involvement in Asia, Europe, and Latin America, 1890-1920
4. To understand the impact of wartime on civil liberties
5. To appraise the United States' contributions to peace and arms control after World War I
6. To assess the impact which the United States' policies have had upon other peoples

Content Outline:	Major Ideas:	Model Activities:
A. The Industrial-Colonial Connection 1. Neo-mercantilism as an economic/"imperial" policy a. United States industrial productivity b. Development of commercial and naval power c. Technological advances	Expansion of American industrial system propelled the United States toward overseas expansion as it searched for new sources of raw materials and markets.	Map exercise on United States continental and overseas expansion. To stress the "continuity" in the territorial expansion of the United States in the 19th century, distribute two outline maps -- one of the United States (including Alaska and Hawaii) and one of the world. On the first map, have students indicate the sequence of United States territorial acquisition of contiguous territory plus Alaska and Hawaii -- from the 13 colonies to the 50th state. Indicate date of acquisition and how it was affected. To what extent are natural boundaries adhered to? Which rivers and mountains form borders? Call attention to the prevalent geometric shape of western states. Why is this? On the second (world) map, have students label overseas territories of the United States at our peak of empire, and have them indicate date of acquisition. Then ask the purpose of acquisition in each case (resources, markets, strategic location). Attention should be paid to map reading skills.

Content Outline:	**Major Ideas:**	**Model Activities:**
		What is the present political status of each of the territories? Should all overseas territories be "freed"? Under what circumstances?
2. Cultural paternalism: connection to European imperialistic movement; missionary impulse		
3. The tariff controversy: free trade v. protectionism	**Protective tariffs** are an expression of **economic nationalism**; contemporary problems (trade deficits; quotas; General Agreement on Tariffs and Trade should be referred to).	Have students graph tariffs and their respective levels from 1816 (Tariff of 1816) up through the present time. (Post-Hawley Smoot 1930 tariff rates may have to be provided by the teacher.) The student should be able to recognize the different fluctuations of tariff rates and determine the reasons for such changes at different points in history. How do tariffs reflect their times? Compare to the protectionist mood which exists at the present time.
B. An Emerging Global Involvement		
1. Manifest Destiny and expansion to the Pacific Ocean	Nineteenth century United States **public opinion** had strongly supported **continental** expansion.	
a. Perry and the "opening" of Japan; Japanese reaction, 1854-1900		
b. The China trade: Chinese interests since colonial times		The China trade established New England shipping fortunes and brought exposure to Eastern culture. Students who are interested in art might investigate how this trade influenced American art and design.
c. Chinese-Americans-role in American society		

Content Outline:	**Major Ideas:**	**Model Activities:**
2. Other Pacific overtures		
a. United States and China; the Chinese perspective (Boxer Rebellion)		
b. The Open Door Policy	The Open Door policy sought equal opportunity for United States trade investments and profits in China, along with European nations who controlled the Chinese coast and, therefore, Chinese markets.	
c. Acquisition of Hawaii	**PRESIDENTIAL POWER IN WARTIME AND FOREIGN AFFAIRS**	
d. Naval bases: Samoa		
3. "Hesitant colonialism": the Spanish-American War a. Review of Monroe Doctrine (1823-1898)	The United States was inclined to take a dominant and protective view toward relations with Latin America. Recurrent United States intervention in Latin America has left a heritage of friction and distrust.	Have students do an annotated map of U.S. involvement in Latin American affairs Use map to debrief the Latin American policies. What can students conclude about the impact of geography on a nation's policies?
b. United States empire-Puerto Rico; Cuban protectorate (the Platt Amendment) - Acquisition of the Phillipines: "the great debate"	United States overseas expansion coincided with a renewed European world imperialism. **NATIONAL POWER: LIMITS AND POTENTIAL**	

Content Outline:	**Major Ideas:**	**Model Activities:**
- Disposition of territories - Constitutional issues	United States policy in overseas possessions sought to balance strategic and economic importance with political CHOICE or preference of the population.	
4. Latin American affairs a. West Indies protectorates ("the big stick") b. Panama Canal: acquisition and construction; Canal retrocession (1979) c. Monroe Doctrine update (Olney Doctrine, Roosevelt Corollary): the view from Latin America d. Taft and dollar diplomacy e. President Wilson and the Mexican Revolution		Have students investigate the historical backgrounds to present-day Latin American affairs, such as debt and revolution. Look for the sources for Latin America's ambivalent feeling toward the U.S.
C. Restraint and Involvement: 1914-1920		
1. European background to World War I a. Nationalistic rivalries and alliance system b. Colonialism and the spread of war		
c. Importance of control of sea routes: the submarine	TECHNOLOGY has made the human, ENVIRONMENTAL and economic costs of modern war prohibitive.	

Content Outline:	**Major Ideas:**	**Model Activities:**
2. United States involvement a. Efforts at neutrality and "preparedness" b. Causes of United States entry into war c. United States role in the war d. United States reaction to the Russian Revolution (intervention in Siberia)	**PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS**	How can a government mobilize public opinion on an issue? Do the people follow leaders; or do leaders proceed where the public tends? What impact do media have? How did government influence public opinion before radio and TV?
D. Wartime Constitutional Issues		
1. War opposition and patriotism: the draft issue 2. Espionage and sedition acts	Opposition to United States involvement has developed in varying degrees during every war in which the United States has entered.	Assign several students to role-play a sequence on the subject of conscription/draft policies (1776, 1862, 1917, 1940, 1950, and for Vietnam). Have the class discuss why this is such a volatile, but persistent, public policy issue.
3. Conviction of Eugene Debs, "Big Bill" Haywood, Emma Goldman, and others	In wartime, HUMAN and CIVIL RIGHTS are sometimes compromised in the interest of **national security**.	In praise of the peacemakers: Have individual students use standard reference works to identify United States winners of the Nobel Peace Prize (besides Theodore Roosevelt) and list the achievements which justified the award.
4. Schenck v. United States (1919), clear and present danger doctrine 5. Red scare - 1918-19	CIVIL LIBERTIES: **THE BALANCE BETWEEN GOVERNMENT AND THE INDIVIDUAL**	Then have students nominate persons or organizations that did not win a Nobel Peace Prize, but, in the students' opinions, deserved to win it. Have students indicate the achievements for peace that would support the nominees for the award.

Content Outline:	Major Ideas:	Model Activities:
E. The Search for Peace and Arms Control: 1914-1930		
1. The peace movement: Women's International League for Peace and Freedom		
2. War aims: the "14 Points"		
3. Versailles Treaty: Wilson's role	Postwar big POWER rivalries frustrated many of the moral **ideals** proclaimed by the wartime **allies**. Personal **health** can be a crucial determinant in the exercise of political **leadership**.	Compare and contrast Wilson's 14 points with the war aims of Lincoln, Franklin Roosevelt, Kennedy and Johnson. How do these statements compare to the principles of the Declaration of Independence, another statement of war aims?
4. League of Nations: Henry Cabot Lodge and the United States Senate rejection		Henry Cabot Lodge is often portrayed as the "evil" obstructionist of peace and the League of Nations. Have students write a defense for Lodge's position (such a defense would need to consider all of the opposing arguments). Have students reenact the Senate debate.
5. Washington Naval Disarmament Conference (1920's)		
6. Reparation and war debts (United States as a world banker)	World War I helped convert the United States from a **debtor** to a **creditor** nation.	
7. Kellogg-Briand Pact (1928)		
8. World Court		

Summary Unit Activities:

1. The notion of "progress" has differed from time to time. List the events of the "Progressive Era," ask students to develop a "barometer of progress," and ask them to:

   - develop criteria for measuring progress
   - make assessments of the Progressive Era in light of the criteria
   - make judgments about the nature of progress
   - share observations
   - develop generalizations about how progress may be interpreted

2. Have students develop a case for and against the proposition that

   > The industrialization of the late 19th and early 20th centuries led inevitably to intense economic and political rivalry which, in turn, led to war.

   Allow one person to present an informed opinion for each side and ask the class to critique.

3. Using three or more of the Enduring Issues, help students to relate the developments of this period to the issues. What relationships to previous events can the students make? Can the students analogize to the present when dealing with the ideas involved?

UNIT 4: AT HOME AND ABROAD: PROSPERITY AND DEPRESSION, 1917-40

UNIT GOAL: **By the end of the unit students will be able to:**

explain the impact of war on a nation and its people, and the interaction of global, political, economic and social issues

I. WAR ECONOMY AND PROSPERITY: 1917-1929

Objectives:

1. To evaluate the effects of war on a nation's economy and on various groups
2. To outline the tension between the traditional rural American culture and the new urban-based values
3. To understand the pulls of isolation and internationalism in American foreign policy
4. To realize that efforts for peace are also part of the American tradition in dealing with other nations
5. To understand that policies relating to foreign nations have a strong impact on domestic policies

Content Outline:	Major Ideas:	Model Activities:
A. War Economy		
1. Mobilization of labor and the armed forces	**PRESIDENTIAL POWER IN WARTIME AND FOREIGN AFFAIRS**	
2. Government operation: railroads, communications, other agencies	An effect of war is to centralize and concentrate economic operations and **controls**.	
3. Financial costs and revenue sources, debtor to creditor nation		
4. Worldwide connections: shifting political and economic alignments		
5. Impact of war on gender roles and on blacks and other minority groups	The economic dislocations of World War I caused many Southern blacks to **migrate** to Northern cities.	
6. Reconversion and "normalcy": 1918-21		

Content Outline:	Major Ideas:	Model Activities:
B. The Twenties: Business Boom or False Prosperity?		Assign students major excerpts from significant speeches of the general period: - Harding: "normalcy" speech - Coolidge: "business of America is business" - Hoover: "rugged individualism" - Roosevelt: "new deal for the American people" Students should report on the context of the speech, the impact of the speech at the time and the evaluations by historians of the significance of the speech.
1. Post-World War I recession	Structural flaws in the national economy can be hidden beneath apparent prosperity.	
2. The war debt controversy		
3. Avarice and scandal: Teapot Dome		
4. Coolidge prosperity; not for everyone	Some groups, such as farmers and minorities, failed to share a general growth in living standards.	
5. Problems on the farm: expansion, mortgages and advancing technology		
6. Speculative boom: the "Big Bull Market"		
C. Mass Consumption and the Clash of Cultural Values		
1. Mass consumption		
a. The automobile: new industries, products and services	Growing ownership and use of automobiles epitomized the "boom" years of the 1920s.	Connections: After students have studied the consumer-oriented twenties, have them evaluate how the period impacted on present day American life and culture. By writing an "impact" statement showing how one age influences another, students improve writing skills.
b. Installment buying: consumer durable goods (appliances)		
c. Real estate boom and suburban development: decline of trolleys and trains, improvement of roads	New regional political and economic units begin to emerge.	
d. Entertainment: radio; motion pictures; advertising and cultural homogenization	New TECHNOLOGY such as radio and motion pictures contributed to increased nationalization of American CULTURE.	

Content Outline:	Major Ideas:	Model Activities:
2. Constitutional and legal issues a. Threats to civil liberties: Red Scare, Ku Klux Klan and Sacco and Vanzetti b. Prohibition and the Volstead Act: stimulus to crime, public attitudes, repeal (21st Amendment) c. Science, religion and education: the Scopes trial (1925) d. Legal status of American Indians, 1887-1970: citizenship, 1924, self-government, 1934, self-determination, 1970 e. Restrictions on immigration: closing the Golden Door	**CIVIL LIBERTIES: BALANCE BETWEEN GOVERNMENT AND THE INDIVIDUAL** Popular resistance can make law virtually impossible to enforce. Native American Indians were forced to live on reservations located in areas which were uninhabited and of little use to white settlers. Traditional tribal boundaries conflicted with those drawn by the Federal government.	Teachers are referred to Shaping American Democracy, a publication of the Law, Youth and Citizenship Program of the New York State Education Department and the New York State Bar Association, for generic, exemplary activities concerning various Supreme Court cases dealing with civil and criminal rights. One copy of the book has been distributed to each school by the Law, Youth and Citizenship Program, Bureau of Social Studies, State Education Department. Activities include: Supreme Court hearing, case study analysis and simulations. The LYC Program also publishes a newsletter. Each issue contains substantive and pedagogical advisories on major topics of Constitutional or legal, historical/contemporary interest. Recent immigration laws have tried to deal with the pressing issue of illegal aliens. Immigration policy has always raised varying positions. Have the class examine a handout of various laws dealing with immigrants from 1924 to the present. What clear statements of policy emerge?
3. Shifting cultural values a. Revolution in morals and manners: fads, flappers and Freud b. Women's changing roles 1) Effect of World War I 2) Involvement in the political process: the 19th Amendment 3) Health and working conditions: Women's Bureau, Shepard-Towner Act 4) Women in the work force	The 1920's brought greater social freedom but also increased tension and conflict. Attainment of the franchise by women did not result in any dramatic CHANGES in the United States POLITICAL SYSTEM. (Review the amendment process.)	Have students write an expository essay concerning the changing nature of women's roles in American society since the Civil War period. Remind students of prewriting preparation, forming and supporting generalizations, and appropriate format information (introduction, body of exposition, concluding statement).

Content Outline:	**Major Ideas:**	**Model Activities:**
5) Emerging role: emphasis on wife rather than mother		
c. The literary scene 1) Lewis, Hemingway and Fitzgerald 2) The Harlem Renaissance d. The search for heroes: Lindbergh, Babe Ruth, Valentino and Gertrude Ederle	Popular heroes in sports and entertainment are often extolled as role models.	Review the idea of renaissance as applied to European history and help students to make analogies to the Harlem Renaissance. Review the skills necessary to understand the notion of a frame of reference, weighing conflicting data and statements, detecting inconsistencies, and applying previously learned concepts and generalizations to new data or situations. Construction of a chart comparing artists and writers would provide a data base.

II. THE GREAT DEPRESSION

Objectives:

1. To examine the causes and effects of the Great Depression on people and institutions
2. To understand the changing role of government in dealing with economic and social problems
3. To understand the interdependence of the world's financial and economic systems

Content Outline:	Major Ideas:	Model Activities:
A. Onset of the Depression		
1. Weakness in the economy	**PROPERTY RIGHTS AND ECONOMIC POLICY**	
a. Overproduction/underconsumption (maldistribution of wealth) b Overexpansion of credit (e.g., buying stock on margin)	The **market** for **consumer goods** suffered severely in the **monetary** contraction of the Depression years.	
2. The stock market crash a. Worldwide nature b. Interdependent banking systems c. International trade d. Political repercussions	The **stock market** collapse both triggered and intensified the economic **depression**. The rapid spread of the Great Depression was evidence of world financial INTERDEPENDENCE.	Invite a stockbroker to come to class to explain how the stock market works, how it might be possible for a "crash" to occur, and what actions are possible today to prevent one.
3. The Hoover response a. Rugged individualism; "trickle down" economics b. Reconstruction Finance Corporation		
4. Unemployment, the Bonus Army, Hoovervilles; impact on women and minorities		

Content Outline:	**Major Ideas:**	**Model Activities:**
B. Franklin D. Roosevelt and the New Deal: Relief, Recovery and Reform 1. The New York prototype	The New Deal was **pragmatic**, making program CHOICES based on trial and error.	
a. New York's "Little New Deal" b. Eleanor Roosevelt, humanitarian c. Fiorello La Guardia: New York City in the Depression	Many NEW DEAL programs had **precedents** in earlier American theory and practice.	The emergence of Eleanor Roosevelt as a key to the Roosevelt administration's very human response to suffering should be highlighted with special written and oral reports.
2. The New Deal Administration: The "Brain Trust" 3. Relief of human suffering	Roosevelt relied heavily on a staff of formal and informal **advisors**.	
a. Bank "holiday"; Emergency Banking Act b. Federal Emergency Relief Act	**NATIONAL POWER: LIMITS AND POTENTIAL**	
c. Unemployment: WPA, PWA, CCC; equity issues were troubling 4. Recovery for United States economy a. NRA: "codes of fair competition" b. Mortgage relief: HOLC; FHA c. First and second AAA, scarcity and parity	SCARCITY of employment was the most significant human tragedy of the Depression. With the NRA, the Federal government moderated its **antitrust** stance. **PROPERTY RIGHTS AND ECONOMIC POLICY**	Students should survey and report on the evidence of WPA/PWA activity in their own community (e.g., roads, post offices and schools). The impacts of relief projects on art and architecture are particularly interesting features of these programs.
5. Search for effective reform (program examples) a. Banking: Glass-Steagall Act (FDIC) b. Stock market: SEC c. Social Security d. Labor 1) Wagner Act (NLRB) 2) Fair Labor Standards Act	**Reform** measures were necessary to help insure against future recurrences of **depression cycles**.	Oral history: Have students prepare appropriate interview questions (some preparation in interviewing techniques may be necessary) to pose to relatives or friends who personally experienced the Great Depression and/or World War II. Include in interviews questions concerning attitudes toward women and minorities.

Content Outline:	Major Ideas:	Model Activities:
		The interviews, particularly if audiotaped, can provide the foundation for a "Local History Library" (and also can contribute to intergenerational dialogue, empathy and respect). Use of various works of Studs Terkel may provide examples to help students to organize their projects.
6. Popular response a. Formation of C.I.O. b. State and local efforts c. American Liberty League		It is extremely important that students have an emotional response to the human dimensions of the Depression. The use of one or more films depicting the human suffering, business decline and worldwide ramifications would be most appropriate.
7. Controversial aspects of the New Deal		
a. Constitutional issues		
1) Supreme Court and the NRA (*Schechter Poultry Corp. v. United States*) 2) Supreme Court and the AAA	**THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY**	
3) TVA: model yardstick or creeping socialism	TVA experimented in planned, regional INTERDEPENDENCE	
b. 1936 election "mandate"		
c. Roosevelt's "court-packing" proposal d. 1940: third-term controversy (the unwritten Constitution) e. The 22nd Amendment (1951): a posthumous reaction?	Roosevelt's Supreme Court plan caused some to fear a threat to **separation of powers** and **checks and balances**.	Have students consider what alternatives were open to Roosevelt regarding Supreme Court decisions. Have students evaluate the possible consequences of each decision in terms of its effects on: - democratic process - Constitutional validity - solving problems of the Depression - Power of the Presidency

Content Outline:	Major Ideas:	Model Activities:
8. The human factor a. FDR as communicator; press conferences and "fireside chats"; effective use of radio b. Eleanor Roosevelt as the President's eyes and ears c. The Dust Bowl and the Okies d. The New Deal "Brain Trust" e. The New Deal and women (Frances Perkins) f. The New Deal and minorities (shift in black vote) g. Indian Reorganization Act (1934)	The initial objective of the New Deal was **psychological**: to restore public confidence. FDR used **press conferences** and **radio** as effective tools of **communication**. Roosevelt dramatized and personalized the office of President, bringing it to the center of national attention. A developing pattern of greater self-government for Native American Indians begins to appear, ignoring actual legal rights and conditions of Native American Indian life.	Roosevelt's triumph over a disability was an inspiration to many hit hard by the Depression. Have students reflect on how television might have either enhanced or detracted from FDR's effectiveness. Discuss how attitudes toward persons with disabilities are reflected in Franklin Roosevelt's Presidency. Examine photographs of Roosevelt. How apparent was his disability to the public?
9. Culture of the Depression a. Literary responses: Steinbeck's *The Grapes of Wrath*; Langston Hughes b. Pictorial impact: Walker Evans; *Life* magazine c. Escaping reality: Hollywood and comic books d. The WPA and the fine arts e. Music: jazz, swing (big bands) and musical comedy	Economic and social conditions of the Great Depression are mirrored in the popular CULTURE of the time.	Read selections from *The Grapes of Wrath* by John Steinbeck which describe the desperate conditions in which the "Okies" lived. Reinforce the narrative with the poignant photographs of Margaret Bourke-White and others. Because of their availability on videotape, you might show a major Hollywood escapist film of this time period to your students so that they might explore its relationship to the times. This activity would also help students to become more analytical in their viewing habits.

Content Outline:	**Major Ideas:**	**Model Activities:**
10. Political extremism (contrasting tenets of New Deal "alternatives") a. Communism: workers and intellectuals b. Socialism: Eugene Debs and Norman Thomas c. Fascists: European reflections in the United States ("Bund"; "Black Shirts") d. "Homegrown" demagoguery: Huey Long, Father Coughlin, Dr. Townsend	Radical alternative POLITICAL SYSTEMS which challenged the New Deal failed to gain substantial public support. **CIVIL LIBERTIES: BALANCE BETWEEN GOVERNMENT AND THE INDIVIDUAL**	

Summary Unit Activities:

1. Two images which symbolize this period are flappers and bread lines: images perpetuated by motion pictures and romantic/realistic photography. Have students research and find other images depicting other facets of the times. Arrange for a student presentation and explanation of why the other images are also typical of the period. Arrange with the library to display literature of the '20s and '30s for a special "loan" exhibit.

2. Provide students with a list of several sets of historical events which are related through their core ideas -- one from the previous unit and two from the present unit--and challenge them to make the connections.

UNIT 5: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION

UNIT GOALS: By the end of the unit, students will be able to:

explain how World War II forced the United States to make an increasingly heavy commitment to global involvement

I. PEACE IN PERIL: 1933-1950

Objectives:

1. To evaluate the causes and effects of an American tradition of isolation and its degree of prevalence in the 1920s and '30s
2. To recognize how totalitarian aggression posed increasing threats to United States security and how the United States, with others, rose to meet the threats
3. To empathize with the personal impact of World War II on various groups
4. To describe the domestic adjustments necessitated by the war's end
5. To evaluate the degree of success of post-World War II efforts at peace and world organization

Content Outline:	Major Ideas:	Model Activities:
A. Isolation and Neutrality	The seeds of World War II were sown earlier in the 20th century.	Have students draw three parallel time lines to the same scale and covering the years 1919-1941. On the first line the students should place the main events in Europe which led to World War II. The same should be done with Asian events on the second line. On the third line the students should place the most significant, specific United States reactions to the drift toward war. By reading vertically, it will be possible to discern the interrelationships and particularly cause and effect relationships of these interrelated global developments.
1. Review precedents - 18th and 19th century "roots" and degree of actual attainment; impact of World War I		
2. Geneva Disarmament Conference (1932-34)		
3. Nye Committee and "war profiteers" (1934)		
4. Public attitudes of disillusion and pacifism	Popular disillusionment following World War I contributed to a revived **isolationism** in United States foreign policy.	
5. Neutrality Acts of 1935-37		
6. Spanish Civil War: testing war technology and ideology		Review with students the geographic distances in relation to emerging communication and transportation technology. How far was the European dispute? Was isolation a realistic foreign policy opinion?
7. FDR's "quarantine" speech (1937)	**PRESIDENTIAL POWER IN WARTIME AND FOREIGN POLICY**	

Content Outline:	**Major Ideas:**	**Model Activities:**
B. Failure of Peace; Triumph of Aggression 1. Aggressions of Germany, Italy, Japan: 1932-1940 2. Appeasement: The Munich Conference (1938) 3. German attack on Poland; World War II began		
4. Gradual United States involvement a. Neutrality Act of 1939 ("cash and carry") b. Western Hemisphere defense: Declaration of Panama and Act of Havana c. Lend-Lease Act and 50 overage destroyers deal d. The moral dimension: The Atlantic Charter (August 1941)	Efforts at **neutrality** were unable to stem gradual United States involvement in World War II before Pearl Harbor.	Display or reproduce editorial cartoons from the world's press regarding German actions and European reactions during the period 1933-1941. Compare and contrast to United States cartoons of the same time. Have students analyze cartoonists' points of view and the cartoons in relation to reality.
C. The United States in World War II 1. Pearl Harbor 2. Eisenhower and the war in Europe 3. The human dimensions of the war a. The "arsenal of democracy" (feats of productivity) b. Role of women: WACs; Rosie the Riveter; return of the retired c. Mobilization: the draft: minority issues d. Financing the war: war bond drives; Hollywood goes to war e. Rationing	The surprise attack on the United States naval base at Pearl Harbor produced a powerful symbolic impact. Modern transport made possible a succession of **summit meetings** beginning in World War II. **NATIONAL POWER-LIMITS AND POTENTIAL**	Continue to develop student interest in the relationship of war needs to advancing technology. A group of students might be assigned to investigate how World War I and II technology impacted on: 1. Conduct of war: how did geography affect the need for new technology? 2. Ability of warring nations to manufacture and/or obtain needed weapons, machines and supplies 3. Consumer goods and services in the postwar years

Content Outline:	Major Ideas:	Model Activities:
4. Allied strategy and leadership	The life of an alliance depends on mutual national self-interest.	Select two teams of debaters and have them prepare and present the pro and con arguments on the following resolution:
5. The atomic bomb a. The Manhattan Project (role of refugees) b. Truman's decision to use the atomic bomb against Japan: Hiroshima and Nagasaki c. United States occupation of Japan; the "MacArthur Constitution" d. Japanese war crime trials	With a temporary **monopoly** of atomic weapons and with minimal physical damage, the United States emerged from World War II with unprecedented POWER and responsibilities.	RESOLVED: That the United States was justified in the decision to use the atomic bomb against Japan in August 1945. Knowledge of the circumstances of the time is required. Time for rebuttal as well as for responses from the class should be provided. At the conclusion of the debate, ask the class to speculate on how differently such a debate might progress if it were held in Japan. Review Presidential decision-making process.
6. The war's impact on minorities a. Incarceration of West Coast Japanese-Americans; Executive Order 9066; *Korematsu v. United States* (1944)	Racial and ethnic **prejudices** and deprivation of HUMAN RIGHTS tend to emerge during times of perceived national danger. **CIVIL LIBERTIES: BALANCE BETWEEN GOVERNMENT AND INDIVIDUALS**	Have students study the 1st, 4th, 5th, 6th, 8th and 14th Amendments to the Constitution and ask them if they feel that any of them were violated by Executive Order 9066. Use the Korematsu case as a basis for comparison with student findings. Compare the attitudes toward Japanese-Americans during World War II with attitudes toward Blacks, Jews, Chinese, Mexican-Americans, Vietnamese and current attitudes toward immigrants.
b. Extent of racially integrated units in the military c. The Holocaust: United States and world reactions; Fort Ontario Emergency Refugee Shelter, Oswego, NY (1944-46)	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION**	Special reference should be made to the guide, *Teaching About the Holocaust and Genocide* (New York State Education Department, 1985), especially pages 240-304, Volume II. Available from: Publication Sales Desk, Room 164 EBA, State Education Department, Albany, NY 12234.

Content Outline:	Major Ideas:	Model Activities:
d. The Nuremberg war crimes trial; later trials of other Nazi criminals, e.g., Eichmann, Barbie	The Nuremberg Tribunal established a precedent that national leaders could be held responsible for "crimes against humanity."	
7. Demobilization a. Inflation and strikes b. The "G.I. Bill"; impact on education and housing c. Truman's Fair Deal d. Partisan problems with Congress e. Minorities continued to find it difficult to obtain fair practices in housing, employment, education	The United States has traditionally **disarmed** rapidly at the conclusion of wars in which we have been engaged. **Bipartisanship** is more difficult to maintain after the conclusion of a war.	
f. Upset election of 1948; Truman v. Dewey	Mercurial changes in **public opinion** can confound scientific polling.	Truman Profile: Have students research Truman's life and career and reconcile the opinions of those who accused him of being a political hack with others who saw him as an astute politician and statesman.

II. PEACE WITH PROBLEMS: 1945-1960

Objectives:

1. To contrast United States foreign policy and actions in Europe and Asia: 1945-1960
2. To understand how the "Cold War" affected domestic attitudes and policies

Content Outline:	Major Ideas:	Model Activities:
A. International Peace Efforts 1. Formation of the United Nations 2. Universal Declaration of Human Rights a. Eleanor Roosevelt's role b. Senate response 3. Displaced persons: refugee efforts	Enlightened self-interest, idealistic objectives and increased global INTERDEPENDENCE moved the United States to active participation in postwar **international organizations**.	Use unit to review the geographic concept of place and the relationships between places: - Composition of the UN and its components - Yalta/Potsdam: spheres of influence - Iron Curtain - Truman Doctrine/Marshall Plan and how they were perceived as being related to U.S. and world affairs
B. Expansion and Containment: Europe 1. Summitry: Yalta and Potsdam, establishing "spheres of influence" 2. The Iron Curtain: Winston Churchill 3. The Truman Doctrine: Greece and Turkey	A postwar European POWER vacuum contributed to the heightened East-West tensions and **polarization**. Presidential POWER is enhanced by increased United States involvement in world affairs. The United States encouraged Western European economic, political and military consolidation to offset a threat of Soviet expansion. New regional alignments were necessitated by perceived threats to the security of the Western World.	Before discussing containment, review with students the major tenets of communism and the structure and policies of the Soviet Union. The development of a comparative chart of United States and Soviet governments and major policies would aid students. Outlining the essence of documents: Students should have experience in the analysis of primary sources. Foreign policy documents may be utilized to develop the skill of distilling the essence of the text in the form of a standard outline. The teacher may also choose to use the device of the partially completed outline, having students fill in the omissions by carefully reading the documents. Among appropriate and readily available "cold war" documents: Truman Doctrine (message to Congress, March 12, 1947)

Content Outline:	Major Ideas:	Model Activities:
4. The Marshall Plan a. Aid for Europe b. The Common Market c. European Parliament 5. Berlin Blockade airlift 6. Formation of NATO alliance 7. United States and the Third World: Point Four Aid	**PRESIDENTIAL POWERS IN WARTIME AND FOREIGN POLICY**	General Douglas MacArthur's address to Congress (April 19, 1951) Winston Churchill's Iron Curtain speech (March 1946) John F. Kennedy's inaugural address (January 21, 1961) Tonkin Gulf Resolution (August 1964) Students may then be divided into teams to critique each other's outlines in form and content.
C. Containment in Asia		
1. The United States and Japan a. Separate peace treaty (1951) b. Reconstruction of Japan	United States wartime allies and enemies in the Pacific were reversed by postwar events.	Assist students in mapping areas of Asia in relation to U.S. policy from the early 1800s to the present day. Identify significant economic and perceived security factors.
2. The United States and China a. Rise to power of Mao Zedong and the People's Republic of China b. Chiang Kai-shek to Taiwan (1949)		United States foreign policy is shaped by many forces. Using China as a case, students may show how public opinion shifted in relation to the United States' policies from the early 1800s through today.
3. USSR tests an A-bomb (1949)		
4. The "Hot War" in Asia: Korea a. United Nations efforts: MacArthur, Truman and "limited war" b. The Yalu River: China enters war c. Stalemate and truce (1953)	The Korean War gave rise to controversies over an **undeclared** conflict with **limited objectives** and over **civilian control** of military **decision making**.	Postwar (1945-1960) events drew attention to the need for a geographic understanding of where United States troops were stationed and where our interests were. Have students make a detailed bulletin board map which marks important events in Europe, Africa, Asia, and Latin America.

Content Outline:	Major Ideas:	Model Activities:
D. The "Cold War" at home		
1. Truman and government loyalty checks	Tensions between patriotic loyalty and the right to dissent are intensified during times of crisis or stress in foreign policy.	Students should be given experience with the following case studies: - Dennis v. United States (1951) - Yates v. United States (1957) - Watkins v. United States (1957)
2. The Smith Act and the House Un-American Activities Committee (Watkins v. United States, 1957)		
3. The Alger Hiss case (1950)	CIVIL LIBERTIES: BALANCE BETWEEN GOVERNMENT AND THE INDIVIDUAL	to determine what the parameters of free speech are under various political conditions. Ask students to apply these parameters to present-day circumstances, e.g., controversy over lyrics of songs.
4. Loyalty and dissent: the case of Robert Oppenheimer		
5. McCarthyism a. Senatorial inquisition b. The Army hearings c. Censure (1954)	CRIMINAL PENALTIES-RIGHTS OF THE ACCUSED AND PROTECTION OF THE COMMUNITY	

Summary Unit Activity:

1. Work with students to draw up a balance sheet of ideas and events which showed progress or lack of progress toward developing and maintaining peace between 1945 and 1954.

UNIT 6: A WORLD IN UNCERTAIN TIMES: 1950-PRESENT

UNIT GOALS: By the end of this unit, students will be able to:

1. Recognize and understand the fact that the United States has moved from an industrially centered nation to one primarily concerned with commerce, finance, service and communication
2. Understand that the people of the United States have increasingly adjusted to the changes brought about by this shift in social, economic and political sectors — slowly in the 1950s, explosively in the 1960s, and more conservatively in the 1970s and 1980s
3. Identify clearly the growing interdependent nature of the world and the role that the United States plays in global affairs

I. TOWARD A POSTINDUSTRIAL WORLD: LIVING IN A GLOBAL AGE

Objectives:

1. To establish a context to better understand the increasingly interdependent nature of the world, and particularly the role of the United States in that context
2. To explain how the United States during this period is changing from an industrial to a postindustrial nation
3. To describe the main features of the current changes in world technology and analyze the impact of technology on the world's peoples

Content Outline:	**Major Ideas:**	**Model Activities:**
A. Within the United States 1. Changing energy sources: toward nuclear power 2. Changing materials (plastics, light metals) 3. Changing technology (computers) 4. Changing corporate structures (multinational corporations) 5. Changing nature of employment (agriculture to industry to service)	CHANGES reflected in each of the areas cited slowly altered the United States during the period from 1950 to 1985. But, in terms of historical time, the transition has been extremely rapid.	The major function of this section is to provide students with an overall perspective with regard to major forces and ideas in United States history, 1950 to present. A number of devices might be used to get at this idea: 1. Obtain a film or filmstrip which covers the general topic and use it as a discussion base. 2. Assign two students to each topic and have one of them report on the state of United States technology in 1950 and the other on what it is today. Use the two reports to have students hypothesize about what must have happened in the intervening years.

Content Outline:	Major Ideas:	Model Activities:
		3. Adapt #2 above to two contrasting examples provided by the teacher, e.g., development of the typewriter since 1880s; heart surgery to transplants; genetic engineering.
B. In the World		
1. Agriculture: traditional patterns and Green Revolutions		
2. Manufacturing: developing and developed nations		
3. World population growth: hunger and control		
4. Environmental concerns		
5. Emerging power relationships: East/West; North/South; haves/have-nots; developed/developing nations		Explore the major notions of geographic place and the human and environmental nature of relationships.

II. CONTAINMENT AND CONSENSUS: 1945-1960

Objectives:

1. To describe the global nature of United States foreign policy concerns since World War II

2. To understand that American foreign policy since 1945 has largely been active against or responsive to the threat of the Soviet Union and its ideology, communism, to free and independent peoples

3. To observe that the actions of one individual in protest against injustice can sound a call to dignity and justice

4. To conclude that blacks, many of whom fought and died in World War II to free captured people, desired their own freedom and equality

5. To understand that in the postwar period, accumulated personal capital resulted in a prosperous economic period affecting the consumer habits of all

Content Outline:	**Major Ideas:**	**Model Activities:**
A. Review postwar events 1. In Europe and Asia, 1945-1952	The period after World War II saw significant shifts in traditional **balance of power** relationships, with the United States and the Soviet Union emerging as rival POWER bases.	
B. Eisenhower Foreign Policies 1. The end of the Korean War	**PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS**	Work with students on developing a time line of events during this formative period of postwar foreign policy. Help them to understand the action-reaction-action momentum of events. This activity should be coordinated with the development of a wall-size world map. Specific attention should be given to the geographic notions of: - regional security - domino theory - containment - liberation of Eastern Europe - earth-space relationships

Content Outline:	**Major Ideas:**	**Model Activities:**
2. John Foster Dulles, the domino theory and massive retaliation; brinkmanship posture	In the Cold War era, United States leadership expressed fears that **appeasement** of aggressors would lead to further communist **expansion**.	Review the nature and process of the development of foreign policy.
3. The H-Bomb; atoms for peace		
4. Summits and U-2's		
5. Establishment of SEATO		
6. China Policy: Quemoy and Matsu; Taiwan		
7. Controversy: Aswan Dam and Suez Canal		
8. Polish and Hungarian uprisings		
9. Eisenhower Doctrine: intervention in Lebanon		
10. Sputnik: initiating the space missile race		
C. Domestic Politics and Constitutional Issues	A constantly CHANGING world **power balance** complicated efforts to restore normal domestic life.	
1. The Eisenhower peace		
a. Returning the United States to a peacetime economy b. Offshore oil	Readjusting a society's economy from war to peace is a traumatic experience; the United States had an enormous advantage because its land and industries had not been destroyed.	Compare the economic well-being of various European nations (Soviet Union, England, France) at the close of the war and their ability to recover. Explore the ideas of: - self-sufficiency - security factors - population shifts - cooperation
c. Public and private power d. Labor unrest	**FEDERALISM: BALANCE BETWEEN NATION AND STATE**	

Content Outline:	Major Ideas:	Model Activities:
e. The Warren Court	**THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY**	
2. Civil rights a. Jackie Robinson: color line breached b. *Brown* v. *Topeka Board of Education*, 1954 c. Beginnings of modern black civil rights movement 1) Little Rock: school desegregation	At the end of World War II, blacks were unwilling to accept second-class CITIZENSHIP, for they, too, had fought to preserve a democratic way of life.	
2) Rosa Parks and the Montgomery bus boycott 3) Segregation in public transportation: unconstitutional 4) Sit-ins: nonviolent tactic	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION** Response of Southern authorities to nonviolent protests engendered EMPATHY for the plight of black CITIZENS in the South.	The singular courage and determination of Rosa Parks should be used as a case study of what a citizen can do to protest an injustice and an affront to dignity. Several books and films about Ms. Parks are available. Have students explore alternative citizen actions when confronted with an inequity. Use this base to examine "sit-ins", boycotts and marches as conflict resolution techniques used by the black movement.
5) Civil rights legislation: first since Civil War	**EQUALITY: ITS DEFINITION AS A CONSTITUTIONAL VALUE**	
D. The People 1. Prosperity and conservatism a. Postwar consumption: homes, autos and television b. New educational opportunities: G.I. Bill c. Baby boom		

Content Outline:	**Major Ideas:**	**Model Activities:**
2. Migration and immigration		
a. Suburbanization: Levittowns		
b. Cities: declining		
c. New immigration patterns: Caribbean focus		

III. DECADE OF CHANGE: 1960s

Objectives:

1. To gain some insight into the changing American society as it entered the postindustrial era
2. To understand that the 1960s brought major alterations to the social, economic and political fabric of our nation
3. To examine the interrelationships between American foreign policy and domestic programs
4. To empathize with the aspirations of the black civil rights movement and to note its achievements
5. To gain an understanding of what a life of action devoted to social justice and equality can achieve
6. To explain the impact that the black civil rights movement had upon other efforts to achieve equality and social justice, such as equal rights for women and persons with disabilities
7. To comprehend Native American Indian attitudes regarding treaty obligations and to be aware of treaty violations

Content Outline:	Major Ideas:	Model Activities:
A. The Kennedy Years		
1. The New Frontier: dreams and promises		
a. Domestic policy initiatives stalled in Congress		
b. Civil rights actions 1) James Meredith at the University of Mississippi 2) Birmingham protest ("Letter from a Birmingham Jail")	**Racism** is deeply imbedded in United States thought and traditions; this has made the black struggle for **equality** a long and difficult process.	Have students read and discuss Martin Luther King's "Letter from a Birmingham Jail." Examine the principles of nonviolence contained in the letter. Compare and contrast to Mohandas Gandhi's work in India. Use the opportunity to compare the causes and effects of nonviolent protest in the two countries. For further information about the civil rights movement and Dr. Martin Luther King, Jr., write for: Martin Luther King, Jr. Resource Guide, Division of Civil Rights and Intercultural Relations, New York State Education Department, Albany, NY 12234.

Content Outline:	**Major Ideas:**	**Model Activities:**
3) Assassination of Medgar Evers	**Stereotypes** inhibit understanding and EMPATHY among DIVERSE **ethnic** groups.	
4) March on Washington	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION**	
2. Movement for rights of disabled citizens a. Background 1) Historic attitude that disabled were defective 2) Emergence of humanitarian view in 19th century-development of large institutions 3) Development of the concept of normalization - early 20th century programs of education and training b. Development of educational programs 1) Lincoln signs legislation to establish Gallaudet College - 1865 2) 1850-1950: development of public school programs for some 3) 1966: Education of the Handicapped Act 4) Repeal of legislation excluding the "feebleminded" from schools in New York State-1985	Treatment of people with disabilities reflects a society's values and knowledge. **Prejudice** against the disabled was based upon ignorance and superstitious beliefs. As knowledge has increased, attitudes have become more positive.	Discuss the following terms which have been applied to people with disabilities. How did the attitudes reflected in these terms interfere with recognition of disabled persons as individuals with civil rights? Terms used: subhuman, defective, object of pity, vegetable, holy innocent, eternal child, object of ridicule, menace. It has been said that barriers handicap not only disabled people but America itself. What does this mean? How does removing barriers for one group help all? Create a minority faction within the class by creating a new rule which will deny a right to selected students. The denial of a right should be arbitrary and unreasonable, but must have some credibility. Possible situations: o All students living in a particular section of the district will have to remain in school for an additional hour to alleviate transportation problems o Students whose last names begin with A-G will not be able to buy lunch in the cafeteria. They will be required to bring lunch and eat in the classroom to relieve congestion in the cafeteria.

Content Outline:	Major Ideas:	Model Activities:
c. World War I 1) Smith-Sears Vocational Rehabilitation Act of 1910 2) Vocational Rehabilitation Act of 1920 3) Social Security Act of 1935	Assistance for disabled veterans expanded to all persons with disabilities.	o Students who have karate, dance, gymnastics instruction outside of school will be excluded from physical education and intramurals to allow the school district to cut back on physical education staff.
d. World War II 1) Conscription-nonvisible handicaps made apparent 2) Role of disabled in military and at home 3) End of war layoffs; return to institutions e. Kennedy administration, 1961-63 - beginning awareness, changing attitudes 1) President's Council on Mental Retardation 2) Special Olympics 3) Kennedy brought national awareness to the needs and abilities of people with disabilities		For 5-10 minutes react dogmatically to questions/objectives. After reaction, explain that the rule is not real, but a demonstration of what it is like to be denied rights. Discuss reactions: o How did it feel to be denied rights that other students had? How did it feel to have friends be denied rights which you still had? o In the past, certain groups have been denied rights. Which groups? o What legislation do we have to project our rights? What legislation was passed to protect rights of specific groups?
f. Media and literature in 1960s and 1970s g. Litigation and Legislation of 1960s and 1970s 1) Parents bring lawsuits (PARC v. Penn; Mills v. Board of Education) 2) Willowbrook Developmental Center: 1971 national expose, class action suit, Willowbrook consent decree	Parents and advocates used the legal system to bring about CHANGE.	Have students assume a disability and write a description of themselves. Students should describe the disability in terms of their physical, mental, social, and emotional needs and abilities. Then have students select a typical week in the lives of their families and detail what would be different now. What activities could they no longer enjoy because of inaccessibility, attitudes, etc? How would it affect finances? Where would they go to school? In what ways are disabled people prevented from leading fully independent lives? Consider: language, housing, transportation, education, employment, advertising, movies and television.

Content Outline:	Major Ideas:	Model Activities:
3) Rehabilitation Act of 1973 - Section 504 4) Education for All Handicapped Children Act - 1971		Have students review a book, film, or videotape which focuses on the needs of people with disabilities. Discuss how this piece may have contributed to positive changes.
h. Dependence to Independence 1) 1977 sit-in by disabled adults regarding Section 504 of the Rehabilitation Act of 1973 2) Activism by disabled veterans	Almost 36 million Americans (one out of six) have physical, mental, and emotional disabilities.	Have students trace the events which led to the Willowbrook consent decree.
3. Action in foreign policies		
a. Latin American overtures 1) United States and Latin America. A review: Monroe Doctrine, Spanish-American War, Dollar Diplomacy, Good Neighbors, hemispheric defense treaty	Regional cooperation has been promoted by the United States since the 1920s.	Although time does not allow an in-depth study of all Latin American nations and their relationships with the United States, it would be a service to students to study one country to better understand diplomacy today. Nicaragua, Panama or Cuba may be most appropriate, but students could study any of the Latin American countries.
2) Bay of Pigs invasion	United States hegemony in the Western Hemisphere was challenged by Castro's brand of communism.	Example outline: Nicaragua - 1927-1933: "Gun-boat Diplomacy" - 1934: United States supported assassination of Augusto Cesar Sandino - 1934: Somoza rule begins (45-year rule) - 1979: Sandinista Revolution - 1981: United States cuts off aid - Today: Sandinistas versus United States-supported Contras
3) Cuban missile crisis		
4) Alliance for Progress	**PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS**	
b. Vienna Summit/Berlin Wall c. Peace Corps d. Launching the race to the moon	**Personal diplomacy** by national leaders depends for success on subsequent public support in democratic societies.	

Content Outline:	**Major Ideas:**	**Model Activities:**
e. Nuclear Test Ban Treaty 1963, 1967; "Hot Line" established	The chief objective of any country's **foreign policy** is to protect and promote the safety and security of the **nation-state**. There are historical precedents for effective **armament** bans or controls.	
4. Assassination in Dallas		Have a small group of students review Presidential succession policies, which have changed since 1787, and note how political assassinations affected the office of Vice-President. The group should report back to the entire class.
B. Johnson and the Great Society 1. Expanding on the Kennedy social programs a. War on Poverty; VISTA b. Medicare c. Federal aid to education d. Environmental issues and concerns	The Great Society programs continued the philosophy of the New Frontier and the New Deal of the 1930s. **NATIONAL POWER: LIMITS AND POTENTIALS** **FEDERALISM: BALANCE BETWEEN NATION AND STATE**	
2. The moon landing: the challenge of space exploration		
3. Continued demands for equality: black civil rights movement a. Review black progress toward equal rights and opportunity, 1619-1945 b. Post-World War II African independence movements	**EQUALITY: ITS DEFINITION AS A CONSTITUTIONAL VALUE** **Prejudices** directed toward minorities are based upon ignorance and economic fears.	Have students construct a master time line chart tracing major events of the black civil rights movement. Attempt to find illustrations for the time line in old magazines. When completed, have students develop hypotheses and investigate why some periods are characterized by activity and others by inactivity.

Content Outline:	Major Ideas:	Model Activities:
c. Black protest, pride and power 1) N.A.A.C.P. (National Association for the Advancement of Colored People): legal judicial leadership, Urban League	Black leaders and organizations have advanced a variety of proposals for promoting JUSTICE and HUMAN RIGHTS.	Other voices - other views: Have a few students compare and contrast accounts of this period as written by white and black writers.
2) S.N.C.C (Student Nonviolent Coordinating Committee): sit-in movement among college students 3) S.C.L.C. (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts 4) C.O.R.E. (Congress of Racial Equality): "Freedom Riders" - testing of segregation laws 5) Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in U.S. 6) Civil unrest: Watts riot, 1965 as example; Kerner Commission 7) Assassinations of Malcolm X, Robert Kennedy, Martin Luther King, Jr.	**THE RIGHTS OF ETHNIC AND RACIAL GROUPS UNDER THE CONSTITUTION** Despite some political and economic progress, many blacks are still victims of socio-economic disadvantage and discrimination.	Assign students to read biographical accounts of the work of Martin Luther King. Have students put together a class report, bulletin board of assembly which would include such topics as: 1) work in Atlanta 2) study of Mohandas Gandhi and nonviolent protest 3) dedication to activism: "Letter for a Birmingham Jail" - a philosophy of nonviolent protest versus injustice and inequality 4) march on Washington: "I Have a Dream" speech 5) Nobel Peace Prize 6) voter registration drives 7) assassination in Memphis (1968); the movement continues Obtain copies of speeches of Martin Luther King; assign a speech to a small group of students to analyze for: - major ideas - supporting details - appeal - success of message Have students plan, organize and implement the school's program to celebrate the Martin Luther King holiday.

Content Outline:	**Major Ideas:**	**Model Activities:**
d. Legislative impact 1) Truman and civil rights 2) Brown v. Board of Education of Topeka, 1954 3) Civil Rights Acts of 1957, 1964, modifications since 1964 4) Voting Rights Act, 1965 5) 24th Amendment (eliminating poll tax) - Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel accommodations; voting rights; educational equity	The "Brown decision" ignited a **social revolution** which is still going on. **THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY** Improvement in minority rights and opportunities requires action on national, state and local levels. **CONSTITUTIONAL CHANGE AND FLEXIBILITY**	
4. Demands for equality: women a. Review women's rights movement: 1607-present b. The modern women's movement 1) Kennedy Commission and the Civil Rights Act, 1963-64 2) NOW (1966) to present 3) Title IX - equal educational access (1972) c. Issues 1) Shifting roles and images 2) Equal Rights Amendment (failure to ratify	RIGHTS OF WOMEN	Discuss and then have students defend or challenge the following statement in a well-organized essay: The women's equal rights movement was largely derived from the black civil rights movement. When essays are completed, have students exchange papers with their neighbors and do a critique of their partner's paper. Have them suggest and discuss strengths and weaknesses and suggest improvements. Invite a spokesperson from a local women's group to address the class on present-day goals of the women's movement.

Content Outline:	**Major Ideas:**	**Model Activities:**
3) Rowe v. Wade (1971) 4) Equality in the workplace: compensation		History through other eyes: Have a few students take this (or any other) content section and investigate how it might be interpreted and described by a woman.
5. Rising consciousness of Hispanic Americans		
6. Demands for equality: American Indian Movement (AIM) and other protests		
a. Occupation of Alcatraz b. The Long March c. Wounded Knee, 1973 d. U.N. appeal by Native American Indians, 1977 - rejected e. New York State Treaty Violations: Kinzua-Allegany, Seneca land loss; Seaway-Akwesasne and Caughnawaga Mohawk land loss; Power Authority - Tuscarora land loss		

IV. THE LIMITS OF POWER: TURMOIL AT HOME AND ABROAD, 1965-1972

Objectives:

1. To understand that the American political system is subjected to a variety of public pressures
2. To realize that modern war technology is not always effective in dealing with determined nationalistic fervor
3. To conclude that a successful military effort requires a well-prepared and supportive public
4. To reaffirm the global nature of United States involvement in world affairs

Content Outline:	Major Ideas:	Model Activities:
A. Vietnam: Sacrifice and Turmoil		
1. Review major elements of United States involvement in Asia since 1865	**PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS**	Have students imagine that they are the President of the United States in the period 1965-66 and are faced with a decision of whether or not to commit ground troops to the war in Southeast Asia. Have students write brief radio or television addresses explaining their decision to the American people.
2. The French-Indo-Chinese War: early United States involvement; Eisenhower and Kennedy policies (review how foreign policy is formulated)	The United States became gradually involved in the Indo-China War for complex reasons, particularly fear of communist expansion.	
3. United States versus spread of communism; domino theory		Select several students to broadcast their speeches to the nation (class). NOTE: An effort should be made to avoid hindsight based on knowledge of events subsequent to 1966; instead, attempt to compose the speech in the context of the events and mood of the time.
4. Guerrilla warfare	TECHNOLOGY has limited value and effectiveness in a guerrilla war.	
5. Student protests at home a. Draft protesters	The Vietnam War was America's longest and, except for the Civil War, most domestically divisive conflict.	Bring a selection of popular music of the Vietnam era to help students understand the depth of the moral dilemma many faced during that period. Several students might do a contextual analysis of the songs and report to the class.
b. Political radicals: protests, Students for a Democratic Society (SDS), anti-war		
c. Cultural radicals: hippies and communalists		

Content Outline:	**Major Ideas:**	**Model Activities:**
6. President Johnson's gesture: abdication and peace overtures	**Accountability** in foreign policy falls primarily on the **President**.	
a. The Democratic Convention of 1968: war protestors disrupt proceedings		
b. Impact of the war on society - Inroads on the social programs of the Great Society - Crisis of confidence in authority		
- War Powers Act: curtailing the powers of the President	In the wake of Vietnam and Watergate, Congress assumed a more vigorous role in **policy** determination. **THE SEPARATION OF POWERS AND THE CAPACITY TO GOVERN**	"How are the powers to wage war distributed under the United States Constitution?" Students should examine this question and offer arguments for the opposing sides. Roles: - legal advisors to executive branch - legal advisors to legislative branch - Supreme Court Justices Congressional reference: - Article I, Sec. 8 Presidential references: - Article II, Sec. 1, Sec. 2 Applications of activity: - Civil War (Lincoln) - World War II (Roosevelt) - Vietnam (Kennedy, Johnson, Nixon) - Lebanon (Reagan)

V. THE TREND TOWARD CONSERVATISM, 1972-1985

Objectives:

1. To understand that periods of upheaval in history are frequently followed by more conservative reactions
2. To offer examples of the viability of the United States Constitution in times of crisis
3. To recognize the persistence of issues of federalism in our history
4. To explain how both foreign and domestic policies are influenced by our ever-growing involvement in global interdependence
5. To compare and contrast President Reagan's policies with those of former administrations so that there is realization that public policies may, and do, change over time

Content Outline:	**Major Ideas:**	**Model Activities:**
A. Nixon as President, 1969-74		
1. Domestic policies and events		
a. Dismantling the Great Society		
b. The state of the economy: revenue sharing		
c. Environmental and consumer legislation d. Warren Burger appointed Chief Justice e. The moon landing f. Pentagon papers affair g. Self-determination for American Indians, 1970	Government regulations may cost money and reduce profits but are designed to help protect public health and safety. **THE JUDICIARY: INTERPRETER OF THE CONSTITUTION OR SHAPER OF PUBLIC POLICY**	
2. Nixon's internationalism		
a. Henry Kissinger and realpolitik 1) Withdrawal from Vietnam and Cambodia; peace talks 2) Nixon Doctrine		

Content Outline:	**Major Ideas:**	**Model Activities:**
3) Opening to China (review China relations 1890-on)	The Nixon overture to China underscored the fact that communism is not internationally **monolithic**.	
4) Detente: SALT and grain	International arms reduction agreements are dependent upon mutual trust.	
5) Seabed Agreement	Armaments races and wars represent failures of **diplomacy**.	
3. The "Imperial Presidency" in trouble		
a. Resignation of Spiro Agnew		
b. Watergate affair c. The impeachment process: review Constitutional provisions d. The Nixon resignation	The American POLITICAL SYSTEM survived a crisis in public confidence in the 1970s. **THE SEPARATION OF POWERS AND THE CAPACITY TO GOVERN**	Either provide or have students locate accounts of the Watergate affair as it was initially reported in news magazines and newspapers. Have students evaluate sources in terms of bias, completeness of data, difference between fact and opinion, and frames of reference. Have students compare these reports to several text accounts of the same event. Have students draw up a scale of judgment about Nixon's contributions to American life and history.
B. The Ford and Carter Presidencies		
1. The appointive Presidency: Ford and Rockefeller (review Constitutional aspects)	**CONSTITUTIONAL CHANGE AND FLEXIBILITY**	

Content Outline:	**Major Ideas:**	**Model Activities:**
2. Domestic policies		
a. Pardon for Nixon and amnesty for draft evaders	**CRIMINAL PENALTIES: RIGHTS OF THE ACCUSED AND PROTECTION OF THE COMMUNITY**	
b. Oil crisis: shifting energy priorities c. "Stagflation" d. Corporate bailout: Chrysler, Lockhead e. Continuing commitment to space exploration f. Legislation for bilingual and disabled g. Environmental concerns: Three Mile Island, acid rain, toxic waste, Environmental Protection Agency (1970).	The Middle East is a **geographical** area of **strategic** value and confrontation. The oil crisis spotlighted United States reliance on essential **imports** as well as world economic INTERDEPENDENCE. **PROPERTY RIGHTS AND ECONOMIC POLICY**	
3. Foreign policies		Research project:
a. Oil crisis: Middle East in turmoil		If not already accomplished, the unit on recent and contemporary foreign policy provides an excellent opportunity for a library research project.
b. Human rights: Helsinki Accords	Human EMPATHY and respect for DIVERSE POLITICAL SYSTEMS are extensions of American traditional values and ideals.	A desirable approach is to have the student researcher (1) define the problem or ask the appropriate questions; (2) gather relevant data; (3) hypothesize a conclusion or solution; and (4) test the hypothesis and arrive at a concluding generalization. In doing so, the researcher becomes aware of where and how to secure information and how to think clearly in solving a problem.
c. The Afghanistan invasion: Olympics and grain - diplomatic weapons	Relations between the United States and the Soviet Union are crucial to world **peace**.	

Content Outline:	Major Ideas:	Model Activities:
d. Panama Canal treaties	There are limits to how much United States foreign policy can affect events and developments abroad.	
e. Middle East mediation: Camp David Agreements	Times of crisis in foreign relations may produce a politically **bipartisan** policy.	
f. Iranian hostage crisis: 1979-1981 1) Carter credibility 2) Election of 1980	Political and economic **suasion** can be effective alternatives to **armed conflict**.	
	PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS	
C. The "New" Federalism 1. Supply-side economics 2. Tax policy and deficits 3. Environment and civil rights policies: economic and philosophical cutbacks - moral and ethical responses 4. Social issues: school prayer and abortion 5. Conditions of minority status	The Reagan administration revived the historic debate over the optimum POWER of the national government in the **Federal** system.	After reading textbooks and other sources, work with students to construct a "balance sheet" for President Reagan's policies. Set up the chart with Policy, Civil Rights, Tax Cut, Deficit on the horizontal and with Basic Position and How Changed from Former Policy on the vertical, leaving sufficient space for students to fill in the boxes. When completed, debrief with students the basic philosophy of governance as found in the New Deal, the New Frontier, the Great Society, and the New Federalism. What values of American life were involved in each?

Content Outline:	Major Ideas:	Model Activities:
D. New Approaches to Old Problems	**CIVIL LIBERTIES: BALANCE BETWEEN GOVERNMENT AND THE INDIVIDUAL**	
1. Feast and famine: the farmer's dilemma		
2. The problems of poverty in an affluent society - "the underclass"		
3. The "new" immigrants; Simpson-Mazzoli - choosing the new immigrants; are there limits to population expansion?		
4. Growing numbers of elderly		
E. Renewed United States Power Image		
1. Central America and the Caribbean: debt and stability	Domestic economic conditions have an effect on attitudes toward foreign **trade**.	Updates of current events should be a continuing practice, especially as they reflect upon one of the Enduring Issues.
2. Middle East: war and hostages		
3. Terrorism	The United States is increasingly involved in a **global**, rather than simply a national economy and society (spaceship earth).	
4. Drug trafficking		
F. Trade Imbalance and Divesting		
1. Japan: trade imbalance		
2. United States and South Africa	Many critical **global** issues are caused or aggravated by human **population growth**.	
3. U.S. returns to debtor status		

Content Outline:	Major Ideas:	Model Activities:
G. United States - Soviet Relations	United States material consumption far outstrips its share of the world's population.	
1. Gorbachev and Soviet relations: Iceland Summit		
2. "Star Wars" and arms limitations		
3. Nuclear meltdowns: Chernobyl		
H. Midyear Elections - 1986		

Suggested End-of-the-Year-Review Strategies:

1. Work with students to identify the major controlling concepts for the social studies program and trace their development over time from 1607 to the present.

2. Assign different students to each of the Enduring Issues and have them trace the Issues as they developed in American history.

3. Have students take unit objectives and rewrite them in the form of essay questions and then answer them. Have the students use information from several periods of time in their responses.

4. Provide students with a long list of historical events (1607-present) and have them provide analogical data for each one from at least two other historical periods.

5. Connections: Provide students with two, three or more events from history (dealing with major issues) and help them to provide the linkage(s) or connection(s).

Appendix A

Students with Handicapping Conditions

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.